DOCUMENT RESUME

ED 138 716 08 CE 010 404

AUTHOR	Carta, Elizabeth
TITLE	Education for School-Age Parenting. Final Report.
INSTITUTION	Norwalk Board of Education, Conn.
SPONS AGENCY	Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE	Jun 76
NOTE	354p.; Project developed by the Home Economics Education Unit, Bureau of Vocational Services
EDRS PRICE	MF-$0.83 HC-$19.41 Plus Postage.
DESCRIPTORS	*Child Development; *Curriculum Development; Day Care Services; Family Life Education; High School Curriculum; Home Economics Education; Hospitals; Instructional Materials; *Nutrition Instruction; *Parenthood Education; Parent Responsibility; Pilot Projects; *Pregnant Students; Senior High Schools; Special Classes; Units of Study; Unwed Mothers

ABSTRACT

Techniques are described which were used to develop and establish the Young Parents Program, a pilot project used to develop and expand the homebound instruction function of Norwalk Hospital by providing broadening family functioning type experiences to pregnant girls in the Norwalk, Connecticut, schools. The instructional objectives listed are (1) to develop an understanding of the relationship of foods to health, with special focus upon its effect upon maternal and infant well-being and growth patterns, (2) to demonstrate knowledge of skills which meet both personal and family functioning needs in the management of resources, and (3) to recognize the role in human development tasks of the child's first year and beyond. Focus in the description of procedures is on a core curriculum developed from materials obtained from a variety of sources (addresses for which are listed in the report), the needs analysis based on classroom observations and conferences with hospital staff, field testing of the curriculum materials in the hospital classroom, and a recommendation for a study to investigate the feasibility of an infant daycare program. Appended are the nutrition component (185 pages) and the child development component (123 pages) of the prototype curriculum, each of which includes several instructional units consisting of objectives, content, learning activities, and lists of resource materials. (LAS)

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EDUCATION FOR SCHOOL-AGE PARENTING

FINAL REPORT

Elizabeth Carta
Norwalk Board of Education
105 Main Street
Norwalk, Connecticut

June 15, 1976

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EDUCATION & WELFARE
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HARTFORD, CONNECTICUT

CE 010 404

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PREFACE

Norwalk's Young Parents' Project focused on establishing a meaningful, comprehensive individualized program for pregnant girls which meets specialized needs in the home economics area. The program was offered at all grade levels and included thirty students during the 1975-76 school year.

This report details the many facets of the program and the techniques used to accomplish the established Young Parents' objectives. The program was offered as an innovative pilot project for the purpose of providing broadening family functioning type experiences to this special school-age population.

A new project of this type must top the resources of the total educational and human services community. We are grateful for the cooperation and assistance given to this project. It is impossible to note all of the contributions to this program, but I would like to acknowledge the support of the Norwalk Hospital and the Young Parents Program Coordinator, Claudette Swaim. Mrs. Swaim's personal involvement at critical times lent credence to the project and provided the necessary impetus to all involved.

Mr. Fred Choromanski, Supervisor of Special Education, gave valuable assistance in the liaison between the Norwalk Hospital and the Norwalk Board of Education. Active participants in an advisory capacity were Dr. Edward McEnroe, Assistant Superintendent for Pupil Personnel Services, and, Mr. Forrest Parker, Supervisor of Practical Arts.

I would like to express sincere appreciation to the following who gave unselfishly of their time to help in the project's research:

Jean Rustici	State Department of Health, Wilton Office
Dorothea Gannley	" " " " " "
Helen Shannon	" " " " " "
Pauline Murray	Tapp Program, Hartford
Chris Pianek	New England Dairy Council, Hartford
Bruce Lockhart	Ross Laboratories, Killingworth

This project received its original impetus and operated under the continuous services of Grace F. Harrison, Consultant, Home Economics Education, Bureau of Vocational Services, Connecticut State Department of Education.

Elizabeth J. Carta
Project Director

EJC/nk

SUMMARY

Young Parents' Project represents a movement aimed at the development of prototype curriculum packages which meet specific and real needs of pregnant girls in the Norwalk schools.

Stated in their simplest possible form, the objectives of these curriculum packages were to help students (a) develop an understanding of relationship of foods to health with special focus in its effect upon maternal and infant well-being and growth patterns, (b) demonstrate knowledge of skills which meet both personal and family functioning needs in the management of resources, and (c) recognize role in human development tasks of the child's first year and beyond.

A study to investigate the feasibility of an Infant Daycare Program for Norwalk was also made.

The results of this project will serve as a resource for similar type programs in Connecticut. We envision that the benefits of the project will illustrate that instruction focusing on home economics family functioning development will improve an individual's parenting skills.

A. Background or Setting

There is and has been a school-age early parenting problem in our country. In 1962 there were 413,000 first births annually to girls (married and unmarried) less than 20 years of age.

In the education process, O.C. Stine established in his research that pregnancy was the major known cause of school dropouts among girls in the United States.[1] Over half of young mothers never returned to school in cases studied in Detroit in 1968 following childbirth and even fewer obtained their high school diplomas.[2]

Socially, the school-age mother is isolated from familiar friends in the classroom and from former school and non-school activities with few or no social alternatives available. Perhaps the fact that the rate of suicide attempts among pregnant students under 18 was ten times greater than the rate among the non-pregnant population is not surprising.[3]

It has been recognized that girls who become pregnant under the age of 17 are more likely to have health problems. These complications include toxemia, anemia, prolonged and/or premature labor during pregnancy and delivery.[4]

Awareness of these problems crystallized in 1970 in the creation of a Young Parents' Program in Norwalk under the mandate of the State Department of Maternal and Child Care and administered at that time through the Community Council of Norwalk. A delivery system to expand homebound instruction was initiated at a site in the Home Economics Department of Brien McMahon High School, then moved to the First Congregational Church on the Green and presently is functioning in space on the grounds of Norwalk Hospital. The program, beginning its sixth year in operation is supported by Norwalk Hospital, the Board of Education of Norwalk, Special Education Department, the State Department of Maternal and Child Care and the Norwalk Board of Health. The program provides counseling, both group and individual, early and consistent prenatal care and health classes and continuing education on a classroom basis.

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[1] Stine, O.C.: School Leaving Due to Pregnancy in Urban Adolescent Population: American Journal of Public Health 54:1-6, 1964.

[2] Karasik, E.: What Happens to High School Girls Who Get Pregnant. Detroit Scope Magazine, 1968.

[3] Gabrielson, L.W., Klerman, L.C., Currie, J.B., Tyler, N.C.: Suicide Attempts in a Population Pregnant as Teenagers. American Journal Public Health 60:2289-2301, 1970.

[4] Menken, J.: The Health and Social Consequences of Teenage Childbearing. Family Planning Perspect 4:45-53, 1972.

Although significant progress has been made in Norwalk's Young Parents' Program, based on national needs assessment identified for school-age parent population[5] the following are vital services which are priorities for delivery:

1. Special postpartum instruction focusing on nutrition needs of both mother and child, models of imparting this information to be researched and tested with both the girls in the program and those being followed up.
2. Competency for these young parents in managing resources, and functioning as a consumer in the context of the family and the marketplace.
3. Provision of child development information in a way and at a time when it can be maximally assimilated by the program participant, with emphasis on learning while doing, acquiring good parenting skills and insights - easily the surest way to approach potential child abuse/neglect.

We, in Norwalk schools, feel an intense commitment to education for school-age mothers to help them develop adequate coping and problem solving capacities to deal with the complexities of new stresses that parenthood represents.

B. Methods

Needs Assessment

The Home Economics Curriculum Specialist identified the pregnant girl's needs based not only on classroom observations but also through conferences with the Norwalk Hospital staff, Dr. Rossi, Mrs. Swaim, Mrs. Jarvis and Miss Healy. The on-going program was analyzed to determine content and activities which were achieved in the home economics goals.

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[5] Howard, M.: Multiservice Programs for Pregnant School Girls, U.S. Department of Health, Education and Welfare, Social and Rehabilitiation Service.

Resources

A major efforts of integrating viable information from other local and national sources is represented in the following listing:

Sub Rubenstein
Child Care Council
245 Post Road East
Westport, CT
(Infant Day Care Study)

Joyce Gerber
Child Care Council
245 Post Road East
Westport, CT
(Family Day Care)

Pat Pindo
Powell Infant Day Care
Woodland Pl
Stamford, CT
(Infant Day Care)

Jean Rustice
Dorothea Ganniey
State Dept. of Health
Wilton, CT
(Licensing Regulations
Nutrition Curriculum)

Jane Sweeney
Child Development Teacher
YPP Program
Middletown, CT
(Child Development Curriculum)

Joan Oehler
YPP Program
New London, CT
(Infant Day Care Program)

Margo Zabion
Marion Heard
United Way
Bridgeport, CT
(Infant Day Care Funding)

Pauline Murray
Tapp Program
Hartford, CT
(Child Development Curriculum)

Hillarie Kolton
WIC Nutritionist
Stamford, CT
(Nutrition Curriculum)

New England Dairy Council
Grand St.
Hartford, CT
(Nutrition Curriculum)

Rosalin Hamilton
Bridgeport WIC
Bridgeport, CT
(Nutrition Curriculum)

Arlene Kenny
Reg. Dietician
OB Gyn Clinic
Hartford, CT
(Nutrition Curriculum)

Mrs. Eckler
Nutrition Consultant
State Dept. of Health
Hartford, CT
(Nutrition Curriculum)

Jean Riley
CIE Program
Bridgeport, CT
(Nutrition and Child Development Curr.)

Doris Randal
Director Westminster Infant Day Care
Laurel Ave.
Bridgeport, CT
(Infant Day Care)

Resources (Cont.)

Nutrition

Carnation Co.
Nutrition Research Division
Los Angeles, CA 90036

National Livestock and Meat Board
36 South Wabash Ave.
Chicago, IL 60603

National Institute of Child Health and Human Development
Bethesda, MA 20014

National Foundation/March of Dimes
P.O. Box 2000
White Plains, NY 10602

American College of Obstetricians and Gynecologists
1 East Wacher Drive
Chicago, IL 60601

Oregon State Health Dept.
Maternal and Child Health Section
1400 SW 5th Ave.
Portland, OR 97201

FDA-U.S. Dept. of HEW
Public Health Service
5600 Fisgers Lane
Rockville, MA 20852

Vitamin Information Bureau
383 Madison Ave.
New York, NY 10022

Conn. State Dept. of Health
79 Elm St.
Hartford, CT 06115

Resources (Cont.)

Child Development

Conn. State Dept. of Health
79 Elm St.
Hartford, CT 06225

New England Dairy and Food Council
28 Grand St.
Hartford, CT

Hestrom Co.
Bedford, PA 15522

U.S. HEW
Children's Bureau
Washington, DC 20201

Co-operative Extension
University of Connecticut
Storrs, CT

Ross Laboratories
Columbus, OH 43216

Proctor and Gamble
Cinncinnati, OH

U.S. Commission of Product Safety
Washington, DC 20217

Johnson and Johnson
New Brunswick, NJ 08903

Moline School System
Moline, IL

Toy Manufacturers of America
200 Fifth Ave.
New York, NY 10010

The analyzing and synthesizing of materials obtained from the above, provided a core of basic foundation for the curriculum development.

Curriculum materials were field tested in the hospital classroom to ascertain their effectiveness.

Learning experiences tested were:

a) Word scramble of words used to describe emotional states of a child.

b) Crossword puzzle dealing with safety and choice of toys.

c) Construction of a simple puzzle for a young child.

d) Construction of an emergency phone number wall chart.

e) Worksheet asking for students to problem solve discipline situations with children.

f) Worksheet asking for imaginative ways to prepare food for a young child.

g) Worksheet asking for positive ways to guide children through verbal guidance.

Method:

Students were given one and half hours to participate in the activities above. No specific order was required but it was stated that they should try to move on to all the learning centers if possible. While the students worked at each center, questions were asked to help assess the value and interest of these materials.

Results:

Feedback was positive in all cases. The highest ratings went to learning activities that required manual manipulation, such as, the puzzle making and emergency phone number chart. Next in order, were the word search and crossword puzzle, activities which require thinking but also include an element of fun or play. The remaining worksheets, although not top on the list of most enjoyable, were preferred to the regular classroom lecture. Each worksheet asked for individual opinions, experiences and creativity, therefore, there was no right or wrong answer.

All activities included in the packets have been designed with activity and involvement of the student in mind. Learning becomes more interesting and is better absorbed with the student directly involved and taking part in the experience.

C. Findings and Analysis

Findings of this project focus on specialized needs of these students.

These include:

1. Nutritional diets during pregnancy.
2. Knowledge of infant nutritional requirements.
3. Knowledge of and techniques for caring for an infant and young child - providing for his total needs of physical, emotional and social development.
4. A need to become more independent and responsible.
5. A need to build a stronger more positive self-image.
6. A need to feel more comfortable with their situation. (Pregnancy and in a great many cases pregnancy without the support of a male figure.)

Learning Needs:

1. Need for methods that involve the student physically and mentally.
2. Need to feel that their contributions to the class are meaningful and helpful to others.
3. Need to show their accomplishments in a concrete manner.
4. A need for activity rather than passive methods of conveying materials.

In analyzing the curriculum materials obtained through the project in terms of the relation to the project objectives, the following are significant results:

Assessment of Specific Objectives:

I. 1. Basic understanding and appreciation of the relationship of foods to health.

The nutrition curriculum includes packets dealing with:

a. Basic four Food Groups
b. Teamwork of the group and the RDA
c. Contributions of each team member
d. Fruits and vegetable group
e. Meat group
f. Breads and cereal group
g. Dairy and milk group
h. Eating habits
i. Fortified and engineered foods
j. Labeling
k. Snacks
l. Infant feeding
m. Foods for young children
n. Calories and weight control
o. Food fads and misinformation

All areas of nutrition pertinent to a young mother were included. After use of these packets, the young mother will be able to assess her infant's eating habits and her own preparation and selection of foods for her infant, to insure its receiving proper nutrition. She will also be prepared to plan and shop for the best buys in food both for price and nutritional value. Development of eating habits are stressed in hopes that the young mother will guide her child, right from the start, on a path which will build sound nutritional choices in the foods the child selects.

Vitamin and nutrient requirements are stressed in a way that the mother should associate sources of specific nutrients with foods containing them and more importantly realize that through good meal planning a balanced diet consisting of a variety of foods from all four food groups will provide the necessary nutrient requirements for her family.

Special emphasis is given to nutrition of a child; as evidenced in packets: Infant Feeding, Feeding Young Children, Snacking, and Eating Problems in Young Children.

Along with the teaching of nutrition during the class periods, the students also have the opportunity to prepare lunch for the class. This not only gives experience in trying a variety of foods but it also gives the girls experience in meal preparation, meal planning, serving and nutritional food selection.

2. Although personal and family functioning needs in management of resources are intermingled with food purchasing and child product purchases due to limited time of the project, no curriculum was designed for the consumer aspect of this project. Consumer materials were provided to the Young Parents' Program from previously developed curriculum units.

3. The student will recognize her role in human development tasks for the child's first year and beyond. The child development curriculum is designed to make the young mother aware of all aspects of her child's development. Packets in the child development curriculum include:

   a. Physical Development
   b. Emotional and Social Development - Childhood Fears
   c. Safety - Accidents and Emergencies
   d. CARE: bathing and diapering
      feeding (infant)
      sickness and common problems
      toilet training
      scheduling
      medical records
   e. Play and Learning
   f. Toys
   g. Feeding Young Children
   h. Discipline and Self-Image

Activities include involvement of the mother-to-be in specific tasks which will help prepare her for the care of her child. She experiences products, games, toys, materials for infants on a first-hand basis. She is guided to use household equipment to help develop her child to his full potential. Creativity is given a chance to surface as the mothers are asked to construct toys, mobiles, puzzles for their child-to-be. The classroom becomes a laboratory to experiment and try various methods of bottle sterilization, diapering, bathing, dressing, etc. The mother is enlightened as to the needs of the baby for food, clothing and any special equipment she may need for his care, such as, cribs, high chair, etc. Again, consumer ideas enter as to the best buys in food, clothes and equipment for the baby.

The importance of stimulating environment for the baby is stressed. The young mother becomes involved in preparing an environment for her baby that will offer him a rich environment in which to learn and explore.

Although physical care of a baby is important, perhaps his emotional well-being is even more important. So many hundreds of children are neglected and deprived of love. This is a major underlying thread in all the packets in this child development curriculum. The emotional well-being of the baby is all important. The young mother is exposed to ideas for alternative ways to handle a child. She is asked to suggest her own creative ideas for situations which behavior is a problem, to avoid hitting or yelling at the child. It is important for the mother to understand the reasoning for avoiding physical punishment. Self-image development of the child is examined in depth. Love, although it may seem to be automatic, must be learned, especially ways of showing one's love for their baby. The mothers are given opportunities to suggest and experiment with methods to show love to an infant and the importance of her love to the infant is discussed.

II. A study to investigate the feasibility of an Infant Daycare Program which could offer opportunities both for infant care and learning experiences for the young mothers involved will be made.

Guidelines for Infant Daycare

The following is a condensation of materials gathered from infant care situations and literature:

Principles of Infant Daycare:

"The environment must supply for the infant...."

1. Adequate nutrition.
2. Protection from and prompt care of physical disorders. Provide for physical safety and comfort.
3. Small number of adult/child ratio for meaningful relationships.
4. Frequent contacts with adults and other children.
5. Verbal interaction.
6. Adult who helps the child learn control.
7. Adults who are positive models of relative success.
8. Respect for the child as an individual.
9. Adults who are sensitive to and respect each child's uniqueness.
10. Consistency.
11. Variety, flexibility and change in physical environment.
12. Learning conditions which promote exploration and experimentation.
13. Protection from overwhelming emotional states.
14. More gratification than frustration.
15. Freedom.
16. Sensory, affective, social stimulation.

It has been debated that infant daycare might hinder the chances of the child to thrive and that "maternal deprivation" would deeply upset the child's emotional balances. In response to these claims it has been shown that well planned daycare not only helps the child to thrive but also helps strengthen family life. The daycare acts as a supplemental resource and not a substitute for the mother. To achieve this type of beneficial daycare situation, the following points should be kept in mind while planning a program:

1. The infant is a human being with rights, feelings and needs uniquely his own.

   "Bill of Rights for Infants" by Dr. Joseph McVhint, University of Illinois

   Every infant needs and should have the right to:

   a. Proper nutrition
   b. Clean body and clean clothing
   c. Proper temperature and ventilation
   d. Proper amount of sleep
   e. Adequate medical care
   f. Loving care
   g. See a variety of objects and people
   h. Hear a variety of speech and sounds
   i. Consistent adult response and guidance
   j. Play
   k. Encouragement in communication

2. Nature has assigned the infant two tasks:

   a. to survive
   b. to learn about the world in which he lives.

3. Be given care by warm responsive adults who are consistent in their behavior.

4. Gestures that will let the baby know he is special and precious to someone.

5. The infant should be made to feel protected, to know he will be relieved when in distress, and that his needs will be met as they arise.

6. His attachment to others is based on trust which forms from a small number of adults providing continuing and consistent psychological and physical care for him.

7. Infant should be encouraged. He should know that his actions affect the world and he is a worthwhile person.

8. It is the job of the mother or caregiver to maintain a stimulating environment around him and provide a variety of new and interesting experiences.

9. The daycare facility should strive for a home atmosphere . At home the infant will crawl into cupboards, swing doors open and shut, bang, tear paper, wear mommy's shoes, dig into bags, boxes, and take cans and bottles out of cardboard boxes. If he is in a daycare center he needs to find the same opportunities for FREE EXPLORATION.

   The infant needs freedom to explore and encouragement to be curious about the world.

10. He needs an environment which permits and encourages exploration, important in the development of basic learning skills and development of self-identity.

11. It is important that the infant see himself as a worthwhile person with a special identity with unique needs as an important member of the family and the community.

12. A child's growing sense of competence and effectiveness in dealing with the world is formed by early experiences as an expectation of gratification of most needs and ability to predict the consequences of his actions with a reasonable sense of confidence in themselves.

14. To help the infant develop normal trust relationships, it is important that the number of adults caring for him be kept small and that these relationships be predictable, continuous and consistent.

DEALING WITH PARENTS:

Parental feelings for the welfare of her child must be considered.

1. The staff should help parents see that children love easily and deeply and there is room for more than one person. Therefore, she should not be jealous or afraid that her child will be taken from her by the daycare staff.

2. It is important that staff members not consider themselves "better" mothers than the child's own mother.

3. Continuity is important for the infant and it is the mother that gives this underlying strength for the child even if and when staff employed at the center is changed.

4. The parents should have the privilege of choosing when, how and at what level he wants to participate in the planning or operation of the center.

5. There should be both planned and informal opportunities for interaction among parents, children and staff members.

6. The parent should be shown that his role as a parent will be supported.

7. There should be opportunities for exchange of information and feelings between the child's parent and caregiver.

8. The staff and parent can work together on mutually agreed upon goals for the child, and for the staff and parent to deal with the infant's behavior in a similar way.

THINGS TO AVOID:

1. Learning conditions must not be confined to the crib.
2. Lack of opportunity to practice skills.
3. Unpredictability or chaos in scheduling.
4. Lack of attention to individual differences and individual needs.
5. No recognition or encouragement for achievements.
6. Custodial care - apathy, boredom, distorted development.
7. Group transportation is strongly discouraged.

THINGS TO CONSIDER IN DAYCARE ORGANIZATION:

1. It should be viewed as a supplement, not a replacement, for the child's home life. It should strengthen the family life by giving the family more options and assistance in child rearing.

2. Conveniently located, dependable and reasonable cost.

3. The community should be able to look to the center as a source of information.

4. Success depends upon: stability of the setting itself, stability of the staff and stability of parental use of the setting.

ADMINISTRATION:

1. It is vital that the policy-setting body should be composed of parents whose children will be cared for by the center. This may be accomplished in any of three ways:
    - a) Total parental control in administrating and offering center services.
    - b) Use staff control in conjunction with active parental involvement.
    - c) Provide joint parent-staff control.

Guide for planning administration, routines and suggestions for activities may be obtained from the following:

1. A Daycare to Serve Infants

U. S. Dept. of H. E. W.
Washington, D. C. 20201

2. Standards for Daycare Centers for Infants and Children Under Three Years of Age

American Academy of Pediatrics
P. O. Box 1034
Evanston, IL 60204

3. Infants We Care For

NAEYC (National Association for the Education of Young Children)
1834 Connecticut Ave., N. W.
Washington, D. C. 20009

(Also on loan from Conn State Health Dept.)

SUMMARY OF EXISTING INFANT DAYCARE PROGRAMS:

A. Model Program: Infant care center, Greensboro, North Carolina

1. Modeled itself on a well-functioning home environment.
2. Provided a warm, health, stimulating environment.
3. Infant received individual attention from his primary caregiver.

4. Each baby is held for bottle feeding. Babies in high chairs are fed one or two at a time.

5. No more than five children under 18 months are cared for in one room.

6. Each room is connected with toilet facilities and equipped with sink.

7. Kitchen is available for center use only.

8. Parents of babies on bottles bring enough bottles of formula to last the day.

9. Groceries are purchased from local stores, including commercial baby foods for infants, snacks and lunches for toddlers.

10. Staff included: 7 nursery assistants, 1 full-time nurse with pediatric experience, a cook, a part-time janitor, a consulting pediatrician, a nutritionist, a social worker.

11. Workshops in child management and discipline are held for staff members.

12. Tries to provide quiet and privacy for child when they need it. Partitions around cribs, etc.

13. Each child had the same caregiver each day to give him the sense of security a young child needs.

14. A "child's daily care record" is kept by the primary caregiver who records feedings, diaper changes, sleep, activities, during the day, any milestones of development and general health.

15. The center maintains a "sick bay" for children with minor illnesses.

16. Personnel who care for infants wear clean nursing gowns over their uniforms, one gown for each infant they care for. The gown is kept by the infant's crib and is worn by the caregiver whenever she feeds or diapers him.

17. All eating utensils in the center are disposable.

B. Powell Infant Daycare, Woodland Place, Stamford, CT.
Director Pat Pindo: Pediatric RN and B. S. in Education

Set up through community efforts, in conjunction with family/child services through the Stamford YPP. They demonstrated a need for this program in the community. Organization was done by PhD candidate from N. Y. U. - Jean Bye. Cost $72 child/week. Parents pay $25 to $35/week. Funds from private industry and the Episcopal Church. The center serves 13 children at the present with a 3 to 1 ratio.

Ages range from 3 months to 3 years. Family/child services provides service for intake, one home visit per year, parent meetings and some staff training. Parent education is seen as an important ingredient to this center. Four parent meetings are held each year, one of which is mandatory for the parent to attend. At these meetings, speakers are brought in and informal questions and answer periods are held.

OTHER INFORMATION OF INFANT CENTERS:

Averages of cost of an infant daycare program licensed to serve 12 infants would run approximately $72 a week/child. 68% of this cost is for staffing.

Hidden Treasures Film - an infant daycare model. University of North Carolina - available for rent $25.

Included in this report is a percentage chart of operation costs for infant daycare and Connecticut State Guidelines, both may be obtained through the State Dept. of Health.

III. Child Abuse was examined. Although this should be identified as a serious major problem and concern in our society, I feel that it would not be wise or advantageous to include learning materials on child-abuse, as such. Instead, the underlying idea of prevention of child abuse is seen in the child development packet - discipline and self-image. This packet gives the mother other alternative methods of child management and makes the parent aware of the harmful effects of physical punishment.

It is found by those who have investigated the child abuse problem the following:

1. That child abuse is not limited to any specific economic level, race or age. But rather that it is found in every level of society.

2. That child abusive parents probably have been themselves abused as children, the "battered child syndrom."

It is also suggested that:

a) the lower income population may feel the stresses of child rearing more intensely due to lack of means to escape from the home and the children. Their limited income stops them from hiring a sitter so they may take a break from the child.

b) Younger mothers abuse or neglect children due to lack of maturity or lack of fulfillment of their own needs.

Education of society for the prevention of child abuse and education to alternative methods of dealing with children are needed. The key lies in a better understanding of children and their needs and feelings as a human being.

D. Conclusions

This section presents conclusions and recommendations that are based on monitoring the project and reactions from the Specialist and the Hospital staff who have direct contact with the students in the program.

Spontaneous conversations revealed that the program was well received by students and hospital staff. The format of the curriculum packages is advantageous as they are structured with flexibility to satisfy the diverse time and scheduling demands of this population group.

Recommendations

1. It is recommended that the packaged curriculum packages be turned over to the Young Parents' Program at Norwalk Hospital to infuse into the on-going classroom learning experiences.
2. It is recommended that the packaged curriculum packages be shared with other interested local and State programs.
3. It is recommended that Consumer Management of Resources component be developed at some future date.
4. It is recommended that during the "hands-on" phase of these packages for the school year of 1976-77, the program be monitored to determine the impact of this treatment on the students.
5. It is recommended that an Infant Daycare Center be established.

It would be advantageous to the learning of child development to have an opportunity for first-hand experience. It is by doing rather than reading or listening which will give these young mothers-to-be the needed knowledge of ways to properly care for their infants. It is strongly suggested that an infant daycare center be set up for the following reasons:

a) to serve as a learning center for child development.

b) to care for infants of young mothers who wish to finish or continue their education and thereby reduce the number of drop-out and unskilled parents.

This center must be:

a) situated close to the Young Parents' Program in order to serve as an effective learning tool.

b) arrangements for mother/infant transportation MUST be provided to the center if it is to effectively serve the mother who has returned to school.

6. It is recommended that the organized Mothers' Club receive additional support. This type of parent education program is very important to the young mother who is now faced with the problems of rearing a small child. The club can serve as a place where the mother may find other mothers who are experiencing similar problems, and as a resource for information on what to do about her problems. It is an opportunity to teach about children to mothers who are genuinely concerned at this point. It also gives an opportunity to educate the parents against child abuse and neglect by offering other alternative ways to cope with children.

APPENDICES

APPENDIX A

REFERENCES

Day Care and Child Development Council of America
1012 14th St., N.W.
Washington, D.C. 20005

Early Childhood Development Center
163 East 97th St.
New York, N.Y.
(Parent Education Model)

Sally Provence
Yale - Child Development Center
Infant Day Care
New Haven, CT.

Child Guidance Center
1091 Iranistan Ave.
Bridgeport, CT.
(Child Abuse)

Paul Nuttal
Human Relations Specialist
Child Development Center
University of Connecticut
Storrs, CT.

Infant Nutrition
Author: Fomon
1974
W. B. Saunders Co.
Philadelphia, PA.

The First Twelve Months of Life
Frank Caplan
1973
Grosset and Dunlap, NY

Office of Education and Public Affairs
Nutrition Foundation, Inc.
888 17th St., N.W.
Washington, D.C. 20006

A Good Beginning for Babies
Guidelines for Group Care
Anne Willis and Henry Ricciuti
National Association for the Education of Young Children
Washington, DC

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A Parent's Guide for the First Two Years
Ira J. Gordon
University of Florida
St. Martin Press, NY

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BOOKS

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*Ginott, Haim. Between Parent and Child. Avon Book.
*Gordon, Ira. Baby Learning Through Baby Play. St. Martin's Press.
*Hurlock, Elizabeth. Child Growth & Development 4th Ed. McGraw Hill.
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Montessori, Maria. The Child in the Family.
Smart, Mollie & Smart, Russell. Children: Development & Relationships 2nd Ed. MacMillan.
Stone, L. Joseph & Church, Joseph. Childhood & Adolescence 2nd Ed. Random.
Spock, Benjamin. Baby and Child Care. Pocket Books.
Seidman, Jerome. The Child. Holt, Rinehart, Winston.

PAMPHLETS AND MAGAZINES

The ABC's of Learning in Infancy, by Minta Saunders. Univ. of North Carolina.
A Guide for Parents Series. Division of Home Economics, Federal Extension Service.
Orientation & Planned Experiences for Day-Home Mothers in Training by Aurelia Mazyck. University of North Carolina at Greensboro.
*A Guide to Discipline by Jeannette Galambos. NAEYC.
Infant Care. HEW.
Day Care #2 Serving Infants. Office of Child Development, HEW.
Children Today. (Vol. 1:1, Vol. 2:2, 4 & 5) HEW.
Young Children. NAEYC.

FILMS (Free except where noted)

"How Babies Learn" from State Health Dept. or State Welfare Day Care Services Library.
"Early Expressionists" from Modern Talking Pictures, 230 Boylston St., Chestnut Hill, Boston, Mass. 02167.
"Children of Change" (about Day Care) from Modern Talking Pictures.
"Nanuck of the North" from local library lending service.
"Four Families" from Contemporary/McGraw-Hill Films (Fee $25.00 Rental)

*Especially appealing to young mothers.

APPENDICES B & C

CURRICULUM

HOME ECONOMICS EDUCATION FOR SCHOOL-AGE PARENTS

The Home Economics Education for School-Age Parents Curriculum was developed to meet specific and real needs of pregnant girls in the Norwalk schools. The project was funded from January to June, 1976 under Part F of the 1967 Vocational Act.

These curriculum units in Nutrition and Child Development are a resource for the Norwalk program and can serve as one for other similar type programs in Connecticut.

A special debt of gratitude is expressed to the curriculum writer, Pat Brennan, who provided creative and meaningful input to all aspects of the project.

I would also like to express sincere appreciation to the following who gave unselfishly of their time to help in the project's research:

Claudette Swaim	Young Parents Program - Norwalk Hospital
Jean Rustici	State Department of Health, Wilton Office
Dorothea Gamley	State Department of Health, Wilton Office
Helen Shannon	State Department of Health, Wilton Office
Pauline Murray	Tapp Program, Hartford
Chris Pianek	New England Dairy Council, Hartford
Bruce Lockhart	Ross Laboratories, Killingworth

This project received its original impetus and operated under the continuous services of Grace F. Harrison, Consultant, Home Economics Education, Bureau of Vocational Services, Connecticut State Department of Education.

The Norwalk Board of Education does not discriminate on the basis of race, color, national origin or sex in accordance with Title IX of the Educational Amendments and; the Civil Rights Act of 1964 as amended; and laws pertaining to student records.

"The Activity, which is the subject of this report, was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

Elizabeth J. Carta
Project Director

EJC:dea

NUTRITION CURRICULUM UNIT

GIVE HIM THE BEST - SO HE'LL BE THE BEST

UNITS FOR NUTRITION CURRICULUM PACKAGE

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Nutrition Curriculum

Nutrition topics have been broken down into units for study. Within each unit there might be one or many lessons (depending on the requirement of each topic). A general objective is stated for each lesson. There are a number of possible learning activities suggested to accomplish the stated objective. They range in time required from 10 minutes to a possible 2 or 3 periods (depending on the capabilities of the group). It is hoped that the teacher will choose from these activities those that she feels will be of the greatest help to her particular students. It is not intended that all the activities be completed or that the activities be selected in any specific order.

MATERIALS NEEDED FOR BASIC FOUR UNIT

BOOKLETS AND PAMPHLETS

1.	Partners in Growth. National Dairy Council, 28 Grand Street., Hartford, Connecticut 06106	free
2.	Food Is More Than Just Something To Eat, U.S. Department or HEW Public Health Service, FDA, 5600 Fishers Lane, Rockville, Maryland 20852	free
3.	A Daily Food Guide - How To Count Daily Servings, U.S. Department of Agriculture, Food and Nutrition Service, FNS -13 July 1975	free
4.	What To Eat Before, While and After, Dairy Council	
5.	Guide to Good Eating, plus Teacher's Guide, Dairy Council	free
6.	It All Depends on You, Dairy Council	.20
7.	Food Models, Dairy Council	4.50
8.	Comparison Cards. Dairy Council	4.00
9.	Mr. Peanut's Guide to Nutrition, Standard Brands Educational Service, P.O. Box 2695, Grand Central Station, New York, N.Y. 10017	free
10.	Nutrition & Birth Defects, National Foundation, March of Dimes, Box 2000, White Plains, New York 10602	free

FILMS (All on loan from Dairy Council)

1. Food, Energy and You, Dairy Council
2. Read the Label, Set A Better Table
3. The Real Talking, Singing, Action Movie About Nutrition
4. How A Hamburger Turns Into You
5. Go, Grow, Glow, Carnation
6. Winning Combination, Carnation

BASIC FOUR UNIT

PRE-TEST

1. List the 4 Basic Food Groups.

1. ______________________________ 2. ______________________________

3. ______________________________ 4. ______________________________

2. For each food listed, indicate which of the 4 food groups it belongs. On the line at the right of the food, write D for dairy group, M for meat group, FV for fruits and vegetables, and B for breads and cereals.

_______apple

_______lettuce

_______ice cream

_______cheese

_______macaroni

_______chicken

_______nuts

_______milk

_______egg

_______broccoli

_______yogurt

_______toast

_______hamburger

_______pork chops

_______fish

_______cake

3. For good health, a pregnant woman should have a specific number of servings from each of the basic four food groups. List the four food groups on the blanks below. To the left of each group, indicate the number of servings necessary from that group.

_______1. ____________________ _______3. ____________________

_______2. ____________________ _______4. ____________________

4. According to the Basic Four Guide, is the following day's menu balanced? (Number of servings needed should be based on amounts needed during pregnancy). Circle: YES NO

Breakfast	Lunch	Supper	Snacks
1 egg	apple	1 3-oz. hamburger with bun	orange
coffee	milkshake	carrots	yogurt
1 slice toast		french fries	
		cake	
		milk	

If the above menu is not balanced, what foods could you add to balance this menu?

KEY TO PRE-TEST

1. In any order

    1. Meat

    2. Breads and Cereals

    3. Fruits and Vegetables

    4. Dairy or Milk

2. FV - apple
   FV - lettuce
   D - ice cream
   D - cheese
   B - macaroni
   M - chicken
   M - nuts
   D - milk
   M - egg
   FV - broccoli
   D - yogurt
   B - toast
   M - hamburger
   M - pork chops
   M - fish
   B - cake

3. 4 - fruits and vegetables
   3-4 - milk
   2-3 - meats
   4 - breads

4. NO

   add: 1 milk, 1 bread and 1 meat

BASIC FOUR FOOD GROUPS UNIT

THE IMPORTANCE OF GOOD NUTRITION

Content:

Food makes a difference; it helps you to:

- keep younger looking and acting
- build a sound, healthy body
- keep it in good working order
- resist diseases and get well more quickly
- keep mentally and physically alert
- develop steady nerves
- enjoy life.

Suggested Learning Activities:

1. Suggest clues to good nutrition: Physical appearances and mental disposition.

   Discuss the effect on the body of lack of food (range from pictures of children with nutrition deficiencies to the effect of meal skipping on school or work performance).

2. Survey other classes or families in neighborhood to determine their reliance on foods to keep them healthy. Do they eat three meals a day?

SURVEY QUESTIONNAIRE

1. Have you heard of the Basic Four Food Groups? YES NO
2. Circle the number of servings you should eat each day from each food group:

   1 2 3 4 5 Breads and Cereals

   1 2 3 4 5 Meats

   1 2 3 4 5 Fruits and Vegetables

   1 2 3 4 5 Milk and Dairy
3. We will get sick if we do not eat properly. YES NO
4. I eat 1 2 3 4 5 6 meals a day. (Circle one)
5. I plan what I will eat in advance. YES NO
6. I eat a food from each food group during each meal. YES NO

BASIC FOUR UNIT

I. General Objective: To effectively utilize food guides or provide maximum nutrition for mothers and babies.

Objectives:

1.1. To name the four basic food groups

1.2. To identify the major nutrients

1.3. To outline body uses for the major nutrients

1.4. To become familiar with food items in each of the basic four food groups

1.5. To categorize food items into basic four groupings

1.6. To identify the number of daily servings recommended for each food group

1.7. To demonstrate amounts of serving size defined by the basic four food guide

1.8. To list equivalent food (in correct proportion) to replace those suggested by the basic four food guide.

CONTENT

Basic Four Food Groups

Breads and Cereals - 4 or more servings
Meats, Poultry and Fish - 2 or more servings
Fruits and Vegetables - 4 or more servings
Milk, Dairy - 4 or more servings

Nutrients are essential substances in food to:

1. build and repair body tissue
2. regulate body processes
3. provide energy

Major Categories Are:

Fats
Carbohydrates
Protein
Minerals
Vitamins
Water

Nutrients supplied by each of the food groups, foundation foods are:

Meats, Fish and Poultry: protein, iron, thiamine and fats

Milk, Dairy: protein, calcium and riboflavin

Vegetables and Fruits: iron, vitamin A, vitamin C, and some calcium

Breads and Cereals: iron, thiamine, carbohydrates and niacin.

BASIC FOUR UNIT

To simplify our task of supplying our bodies with proper nutrients, the Basic Four Charts provide an easy way to select foods in the correct proportions to maintain proper health.

Objective: **1.1 Student will name the Four Basic Food Groups.**

Materials Needed: Filmstrip: Go, Grow, Glow (Carnation)

or Winning Combination (Carnation)

or equivalent.

Basic Four Food Chart.

Suggested Learning Experiences:

View and discuss filmstrip

Examine Food Charts

Name the Four Food Groups

List 2 foods under each group.

BASIC FOUR UNIT

Why is food essential for our health?

What does food give us?

Why are foods divided into food groups?

> "Food is what you eat; nutrition is how your body uses food."

Objective: 1.2 To identify the major nutrients.

1.3 To outline body uses for the major nutrients.

Materials Needed:

Booklets and Pamphlets

"Food Is More Than Just Something To Eat" - U.S. Department of Agriculture & HEW - FDA
"It All Depends On You"
"Nutrition - Food At Work For You"
Food Models - Dairy Council
"Nutrition & Birth Defects"
Crossword Puzzle - see page 25 and 26.
"A Guide to Good Eating" (Teacher's Guide, p. 2) - Dairy Council
Body Paralleled to the Car - see page 22.
"Mr. Peanut's Guide to Nutrition"

Films

"The Real Talking Singing Action Movie About Nutrition"
"Read the Label, Set A Better Table"
"How a Hamburger Turns Into You" (Build and Repair)
"Food, Energy and You" (Meat and Energy)

Suggested Learning Activities:

1. Read and discuss, "Food Is More Than Just Something To Eat."
2. List major nutrients food contains.

3. Outline functions and food sources for protein, fat, carbohydrates, minerals, water, and vitamins. (Use p. 3-4 of "It All Depends On You" for functions and sources). It may be of value for students to prepare notebooks or booklets while gathering such information. It will be an easy reference for future use or it could be used as a motivational tool when introducing this unit to a new class, "Nutrition - Food At Work For You", p. 6-12, is another source of information for this activity.

4. Race with food models - class is divided into 2 teams. Name food group and one major nutrient supplied by the food pictured.

5. Crossword puzzle - nutrients and their functions.

6. Analyze each food group to determine representative nutrients supplied by the group. For example, milk group contributes calcium. Use "A Guide To Good Eating", Teacher's Guide, p. 2 as a guide.

7. Compare body food needs to that of a car's needs for fuel.

8. Prepare a bulletin board comparing the body to the car. Parallel car parts with body organs and fuel additives to food nutrients (see pgs. 20-22).

9. Read booklet "Mr. Peanut's Guide to Nutrition". This booklet is written in simple language for the student. It also contains crossword puzzle and other activities that may be used after discussion of material presented from the booklet.

10. Review pamphlet "Nutrition & Birth Defects" - functions for each food group during pregnancy.

FUNCTIONS AND FOOD SOURCES OF NUTRIENTS

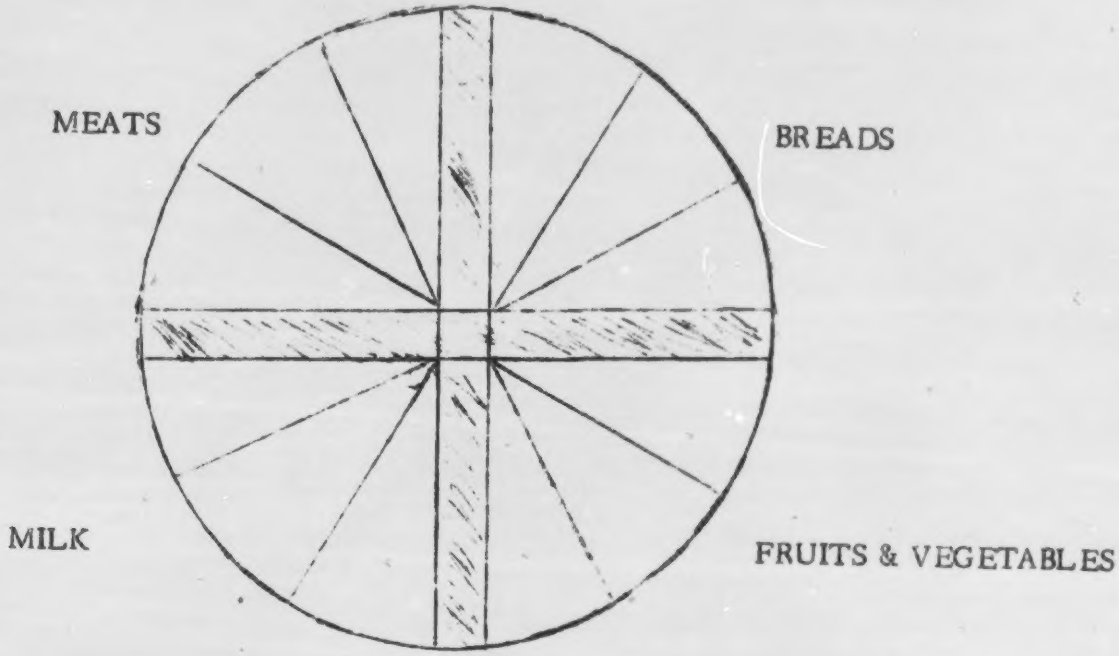
Use this chart to keep a record of foods which contain good sources of a specific nutrient and why that nutrient is important to our body.

NUTRIENT	FUNCTION	SOURCE
Protein		
Carbohydrates		
Minerals		
Iron		
Calcium		
Water		
Vitamins		
Vitamin A		
Vitamin C		
Vitamin D		
B Vitamins		

BASIC FOUR UNIT

Each food group contributes a high percentage of important nutrients for our bodies to function properly.

Below is a circle. Cut it into pieces. Make the circle whole by naming nutrients each quarter contributes.



Use these terms to fill in the slices: (terms may be used more than once)

Protein
Vitamin A
Iron
Riboflavin
Thiamine
Carbohydrates
Calcium
Niacin
Vitamin C

BASIC FOUR UNIT

There are four food groups into which the majority of our daily food items fall. The Basic Four is a good guide which can be used to help us choose the kinds and amounts of nutrients we need each day.

Objectives: 1.4 The student will become familiar with food items in each of the Basic Four Food Groups.

1.5 The student will categorize food items into Basic Four groupings.

Materials Needed:

Basic Four Charts
Food Models (Dairy Council)
Magazines for food pictures

Suggested Learning Activities:

1. View Basic Four Charts: name foods pictured for each group.
2. List other foods in each group.
3. Using food models, separate foods into proper groups.
4. Using food models, place 4 foods together (3 from same food group, one from a different group). Ask student to pick out the item that doesn't belong.
5. Make a Basic Four wheel - use food pictures from magazines to paste. These posters may be displayed for younger children in the community.
6. Game: For each food group, the student is asked to think of a food item in the specified food group which begins with the proper alphabetical letter. I'm going for a picnic so I'll pack my basket, and in it I'll put ______________. (If meat group has been specified at the beginning of the game, then the first player must fill the blank with a

food item from the meat group that begins with the letter A, like Almonds, Bacon for B, etc. The next player repeats the saying and the food named by the preceding player then adds his food for the next letter.

7. Basic Four Countdown - "It" calls out a food and points to another player. Then he counts to ten - within that time the player picked must say a food that is in the same food group. If he fails, he is out of the game (or he becomes "It" to keep all the students involved). The last person to remain is the winner.

8. Basic Four Bingo - see pg. 24.

9. Plan a restaurant menu - using Basic Four categories, either in place of main dish, appetizer, beverage, dessert OR under each of the usual menu categories. List foods from each food group that would fall under that category. It's like ordering foods from a Chinese menu - one from Column A, two from Column B.

10. Using Comparison Cards - pick out representative cards for each of the four food groups: beef patty, milk, greens, enriched breads. Ask students to choose 2 or 3 more cards for each group. Study the nutrient graph. Identify major nutrients that each group supplies.

11. Mystery Comparison Cards - cover name of food on the cards. Have student guess the food group that card belongs under by looking at the nutrients that particular food is high in - what food group is it characteristic of.

BASIC FOUR UNIT

HOW MANY CAN YOU NAME?

List as many foods as you can think of that belong under each of the four food groups.

	MEATS	BREADS	MILK	FRUITS & VEGETABLES
1.				
2.				
3				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

BASIC FOUR UNIT

SERVING NUMBER AND SIZE

Objectives: 1.6 To identify the number of daily servings recommended for each food group.

1.7 To demonstrate amounts of serving size defined by the Basic Four Food Guide.

1.8 To list equivalent food (in correct proportion) to replace those suggested by the Basic Four Food Guide.

Materials Needed:

Basic Four Food Chart
"Partners in Growth" pamphlet - p.5
"What To Eat" - Dairy Council
Measuring cups
Meat scale, if posssible
Food models

Suggested Learning Activities:

1. View charts to determine the number of servings from each group to be eaten during a period of one day.

2. Using "Partners in Growth" pamphlet (p. 5), demonstrate amounts of foods required for one serving from the food groups. For example, student should measure out 3/4 cup of ready-to-eat cereal or weigh 3 ounce portion of meat.

3. Separate food models for each food group into piles of foods that would provide the correct number of servings for one day. (1 glass of milk, 2 ounces of cheese, 1 cup of yogurt).

4. Collect food items from food models to provide correct number of foods from each group to provide a balanced daily diet.

5. Prepare list of foods that are equivalent in their nutritive values. For example:

   1 cup yogurt = 1 cup milk
   3 ounces meat = 6 slices of bologna
   3 ounces meat = 3 eggs

6. Complete Basic Four check list chart for one day - See pg. 23.

7. Keep a record of food eaten for a one day period (or a one week period would be more representative of eating habits). Divide foods into groups. In red ink add foods needed to complete the proper serving number for each food group.

BASIC FOUR UNIT

FOOD RECORD

List all the things you ate for one day:

BREAKFAST	LUNCH	SUPPER	SNACKS

Go back to all the foods you listed and place each item in one of the columns below.

MEATS	BREADS	DAIRY	FRUITS & VEGETABLES	OTHER
TOTAL				

If your number of servings for each group is not what it should be, using red ink, go back to the menu and add foods to make up the difference.

BASIC FOUR UNIT

GOOD NUTRITION	POOR NUTRITION
Norman Weight for height, body frame and age	Overweight, underweight, failure to grow; sudden loss of weight
Correct posture; arms and legs straight, abdomen in, chest up, chin in	Poor posture; chest forward, rounded shoulders, protruding abdomen
Firm, strong muscles, moderate padding of fat	Thin, flabby muscles, lack of padding of fat or excessive fat
Firm, clear skin with good color; healthy, pink mucous membranes	Dry, scaly, pale skin, pale mucous membranes
Well-formed jaw and even teeth	Poorly formed jaw with teeth poorly aligned
Soft, glossy hair	Dull, dry hair
Clear, bright eyes, not unduly sensitive to light	Dull eyes, sensitive to light, burning, itching, circles and puffiness under eyes
Good appetite and digestion	Bad appetite, complaints of indigestion
Abundance of energy and endurance	Listlessness, fatigue and lack of endurance
Resistance to disease	Many infections; longer convalescence from disease
Ability to concentrate	Short attention span
Cooperative, interested, agreeable, cheerful	Irritable, apathetic, worried, depressed

BASIC NUTRITION AND DIET THERAPY
Corrine H. Robinson
Macmillan Co., 1970

BASIC FOUR UNIT

FUEL AND ADDITIVES MANUAL

Nutrients: substances in food your body needs for growth, repair, and energy.

FUELS TO GO ON:

Protein: energy fuel that also builds and repairs worn-out parts.

Amino Acids: substances or "building blocks" that form a protein.

Carbohydrates: sugar or starch that supplies energy.

Fats: power-packed nutrient that supplies a large amount of energy in a small amount of food.

FUEL ADDITIVES (Minerals)

Calcium: a mineral that helps build bones and teeth, helps make blood clot, keeps heart beating, and helps muscles work.

Phosphorus: another bone-building mineral that is needed to help each body cell use nutrients for fuel.

Iron: a mineral needed to make hemoglobin, the red substance in blood that carries oxygen to your body cells.

Iodine: a mineral found in a body hormone which controls how fast your body uses fuel.

FUEL ADDITIVES (Vitamins)

Vitamin A: a vitamin that keeps you resistant to infection, helps keep skin clear, promotes healthy eyes, and helps bones to grow.

Vitamin D: a vitamin that helps build strong bones and teeth.

Thiamine (Bl), Riboflavin (B2) and Niacin: vitamins that help the body cells get energy from food, help keep appetite and digestion normal, and help keep skin healthy.

Vitamin C: (ascorbic acid) a vitamin that helps keep gums, skin, muscles, and blood vessels healthy, helps the body resist infection, and helps the body repair broken bones and cuts.

ENGINE COOLANT

Water: helps to keep the body cool and carries nutrients and waste products to and from cells.

"It's How You Eat That Counts In The Nutrition Race", Food News, 1973, Vol. 24, #1, National Dairy Council, Chicago.

BASIC FOUR UNIT

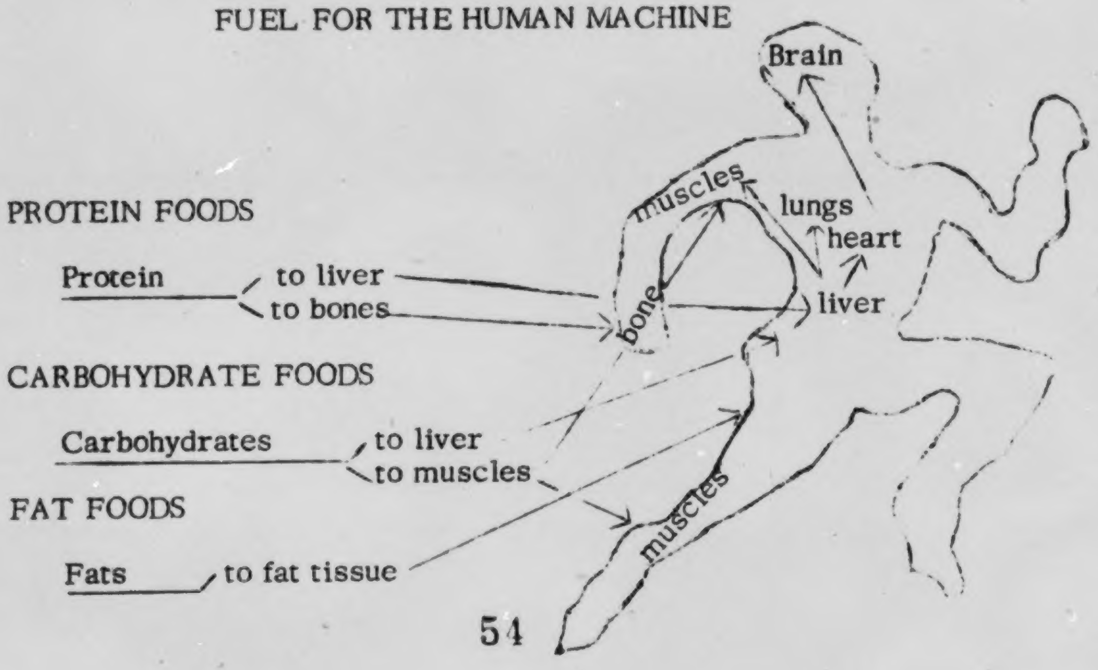
BODY COMPARED TO AUTOMOBILE

1. rotary joints - wheels
2. muscles - cylinders
3. nerve endings - spark plugs
4. nerve system - distributor
5. arteries - fuel line
6. lings - carburetor
7. heart - fuel pump
8. digestive organs - fuel system
9. nerve impulses - ignition
10. waste - exhaust
11. oxygen - air intake

CAR MECHANISM PARALLELS BODY FUNCTION

CAR	HUMAN
Carburetor (takes in fuel and air)	Mouth
Gas	Food
Wrong octane, pinging	Poor food, sluggish feeling
Radiator, air cooled	Body cooling, perspiration
Internal combustion (engine converts fuel)	Digestive system (begins fuel conversion)
Pistons, fuel pump	Heart
Oil (lubrication and cleans)	Water (lymph system)
Transmission	Metabolic system
Exhaust	Elimination

FUEL FOR THE HUMAN MACHINE



BASIC FOUR CHECK LIST

During the day, check the appropriate box each time you eat a serving of food. (Pregnant woman serving).

BREADS AND CEREALS	☐	☐	☐	☐	
FRUITS AND VEGETABLES	☐	☐	☐	☐	☐ (High in Vitamin C)
MEATS	☐	☐	☐		
DAIRY	☐	☐	☐	☐	

BASIC FOUR BINGO

BINGO CARDS FOR EACH STUDENT:

Breads	Fruits & Vegetables	Dairy	Meat	Other
16				
3				
24		FREE		
5				
10				

Call numbers should state Breads 16, for example, instead of the usual B16. Food Groups have replaced the usual letters BINGO. When the student has the number called, he must write the name of a food that is found in that food group in the box. Winner is first player to form line across, down or diagonally. He must call back the number and the food item he has written for that food group. Fill in numbers for the cards and make a record sheet according to the numbers used.

Caller/Recorder: Student to check off numbers that have been called.

BASIC FOUR UNIT

MAJOR NUTRIENTS CROSSWORD PUZZLE

meats
breads
cereal
milk
dairy
fruits
vegetables
poultry
carbohydrates
fats
protein
vitamins
minerals
water
four

ACROSS

1. This group supplies iron, Vitamin A and C.
2. Includes poultry, fish, eggs, nuts.
3. Calcium, Phosphorous, Iron, Copper are examples.
4. This food group supplies Calcium.
5. Sugary and starchy foods are rich in________________.

11. There are _______ food groups.
12. Cheese, butter, yogurt are examples of _____________ foods.

DOWN

5. Another name for the bread group.
6. Important for growth and repair of body.
7. Makes up 2/3 of your body weight.
8. This group is usually enriched.
9. Regulates the body processes.

BASIC FOUR UNIT

CROSSWORD PUZZLE

						7 W						8 B						
			6 P			A						R						
		1 F	R	U	I	T	S	&	V	E	G	E	T	A	B	L	E	S
			O			E						A						
2 M	E	A	T	S		R						D						
			E									S		9 V				
		3 M	I	N	E	R	A	L	S				4 M	I	L	K		
			N											T				
					5 C	A	R	B	O	H	Y	D	R	A	T	E	S	
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		11 F	O	U	R									I				
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				12 D	A	I	R	Y						S				
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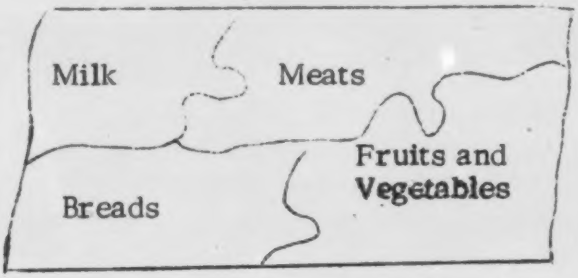
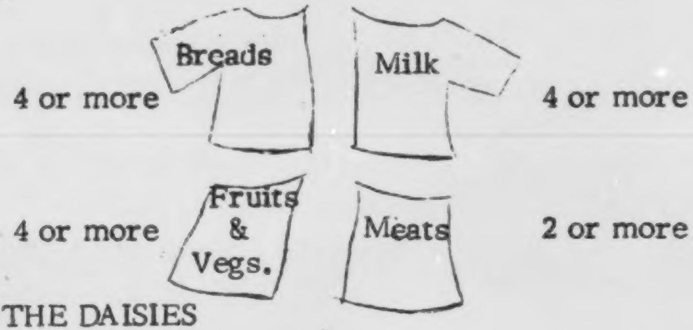
BASIC FOUR BULLETIN BOARD IDEAS

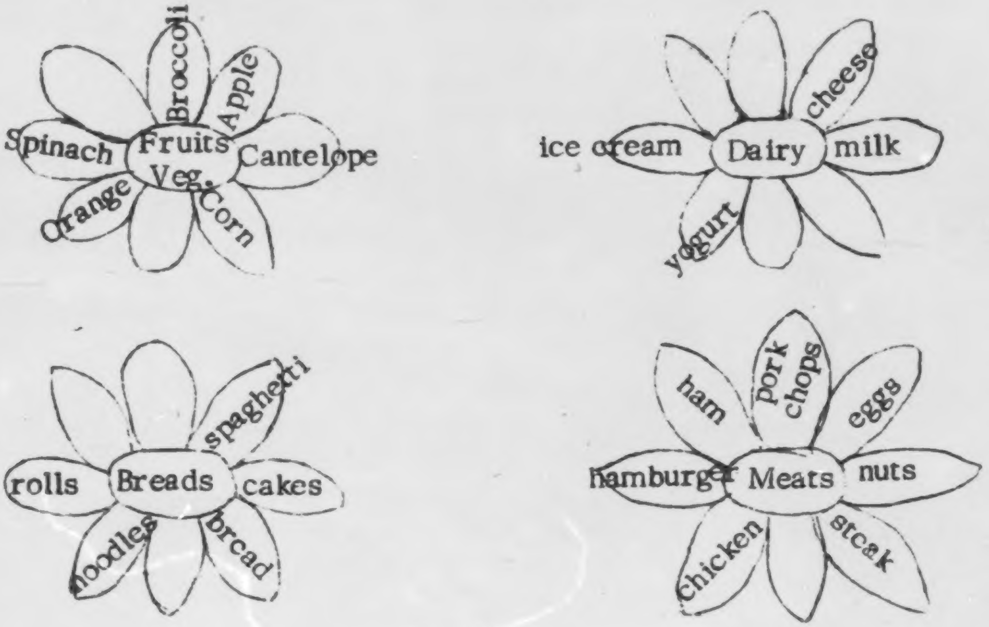
DON'T LET FOOD PUZZLE YOU



A BASIC PATTERN



PLEASE DO EAT THE DAISIES



TEAMWORK OF THE FOUR FOOD GROUPS AND RDA UNIT

II. General Objective: To recognize the body need for specific nutrients for proper functioning and growth.

Objectives: 2.1 To define the term nutrient.

2.2 To list common nutrients needed to supply energy, maintain a healthy body and promote growth.

2.3 To identify major nutrients each food group provides.

2.4 To define RDA.

2.5 To demonstrate the use of the RDA chart.

2.6 To explain how the Basic Four Chart can supply nutrients required to meet RDA allowances.

CONTENT

The Basic Four Food Guide sorts food into four groups on the basis of their similarities in nutrient content. Each of these food groups contributes to an adequate diet. The (RDA) Recommended Dietary Allowances are the levels of intake of essential nutrients considered, in the judgment of the Food and Nutrition Board on the basis of available scientific knowledge, to be adequate to meet the known nutritional needs of practically all healthy persons.

Materials Needed:

Booklets and Pamphlets

"Guide To Good Eating", Teacher's Guide - Dairy Council
"Recommended Dietary Allowances" - Dairy Council
"Comparison Cards" - Dairy Council
"Choose Your Calories by the Company They Keep" - Dairy Council
"Let's Take Milk Apart" - New England Dairy Council, 28 Grand Street, Hartford, Connecticut 06106
"Nutrimeter - For Choosing Foods that Provide Nutrients You Need" - Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
"Vitamins and Your Body" - Vitamin Information Bureau

Films

Dairy Council:

"How Hamburger Turns Into You"
"Food, Energy and You"

Health Department
79 Elm Street
Hartford, Connecticut

"How Hamburger Turns Into You"
"Food, Energy and You"
"What's Good To Eat"
"Eating for Two" (An overview of Basic Four foods)

KEY TO PRE-TEST

1. E

2. (In any order) water, protein, carbohydrates, vitamins, minerals

3. (any 2 of the nutrients)

   a. Breads/Cereals: niacin, thiamine, iron, carbohydrates
   b. Fruits and Vegetables: Vitamin A, Vitamin C, iron, Calcium
   c. Meats: B Vitamins, protein, iron
   d. Dairy: calcium, protein, riboflavin

4. The RDA is the Recommended Dietary Allowances that suggest intake levels of nutrients to insure health.

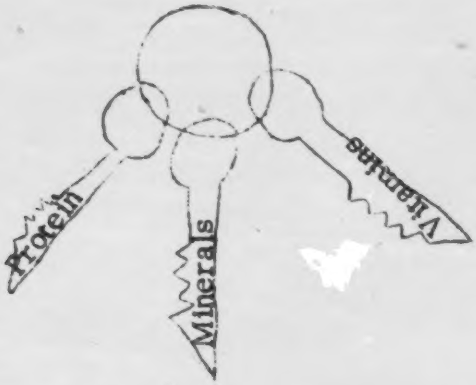
5. 1,200 Yes

6. Balanced menu Yes, Yes

BULLETIN BOARD IDEA

FOOD NUTRIENTS: THE KEYS TO HEALTH

List various nutrients on individual keys.



BASIC FOUR AND RDA UNIT

PRE-TEST

1. Nutrients are substances which are:

   a) found in foods
   b) essential for building body tissue
   c) essential for regulating body functions
   d) essential for the upkeep and repair of body tissue
   e) all of the above
   f) none of the above

2. Name 5 major nutrients needed to supply energy, maintain a healthy body and promote growth.

   1.
   2.
   3.
   4.
   5.

3. List the four food groups. Along with each group, list 2 nutrients that are found in foods from that group.

   1.
   2.
   3.
   4.

4. RDA stands for Recommended Dietary Allowances. What does this chart tell us?

5. Using a copy of the RDA, what is the recommended amount of calcium for a pregnant woman? Is this amount different from the amount needed by a two-year old child?

6. Plan a day's menu using foods from the Basic Four in correct proportions. Is it easier to plan meals using the Basic Four or the RDA chart? Will a well planned menu from Basic Four provide allowances of the RDA?

NUTRIENTS - WHAT ARE THEY?

Food provides a variety of substances - nutrients - that are essential for the building, the upkeep and repair of body tissues, and for the efficient functioning of the body.

Objectives: 2.1 To define the term "nutrient".

2.2 To list common nutrients needed to supply energy, maintain a healthy body and promote growth.

CONTENT

Protein - chief tissue builder; makes hemoglobin, the blood protein that carries oxygen to the cells and carries carbon dioxide away from the cells; forms antibodies that fight infection; supplies energy.

Carbohydrates - supplies energy, also helps the body use fats efficiently.

Fats - concentrated source of energy, also carries the fat-soluable Vitamins A, D, E and K; makes up part of the structure of cells; forms a protective cushion around vital organs; spare protein for body building and repair by providing energy; and supplies an essential fatty acid, linoleic acid.

Calcium - hardness of bones and teeth; aids in the proper functioning of the heart, muscles and nerves; and helps the blood coagulate during bleeding.

Iron - combines with protein to make hemoglobin; helps the cells obtain energy from food.

Vitamin A - aids in normal growth; vision in dim light; keeps skin and inner lining of the body healthy and resistant to infection.

Vitamin D - important in building strong bones and teeth; enables the body to use the calcium and phosphorous supplied by food.

Vitamin C (Ascorbic Acid) - helps form and maintain cementing material that holds body cells together and strengthens the walls of blood vessels; assists in normal tooth and bone formation; aids in healing wounds.

The B Vitamins - thiamine, riboflavin and niacin: release of energy from food; proper functioning of nerves; normal appetite, good digestion; and healthy skin. B6, B12 and folacin help prevent anemia.

Water - solvent for all products of digestion; regulates body temperature; aids digestion; sustains the health of all cells.

Materials Needed:

"Let's Take Milk Apart" - Dairy Council
"Food Facts and Fun with 'Butter Boop' " - Extension Service

Suggested Learning Activities:

1. Define nutrient.
2. Make a list of all common nutrients that the class has heard of.
3. Investigate each nutrient and tell what it does for the body. Each student may become the authority on one nutrient.
4. List one or two of the important functions for each nutrient.
5. Complete an experiment from "Let's Take Milk Apart" (Dairy Council) to facilitate explanation of what a nutrient is and how it comes to us from food.
6. Students should name as many nutrients as they can recall.
7. Have a tasting party. Use simple foods that are good sources of one of the nutrients that were listed: dried apricot - iron, milk - calcium, carrot stick - Vitamin A, etc.
8. Read "Food Facts and Fun with 'Butter Boop' ".

CHARACTERISTIC NUTRIENTS FOR EACH FOOD GROUP

To understand the functions of the major nutrients and their food sources, the Daily Guide sorts foods into four groups on the basis of their similarities in nutrient content. The meat group is valued for its protein, iron and B Vitamins. Fruits and vegetables contribute Vitamins A and C. Milk and dairy products provide calcium, protein, riboflavin, Vitamin A and D. The bread group contributes protein, iron, several B Vitamins and food energy when fortified.

Objective: 2.3 To identify the major nutrients each food group provides.

Materials Needed:

Comparison Cards - Dairy Council
"Choose Your Calories By The Company They Keep"
"Guide To Good Eating" - Teacher's Guide
"Nutrition and Birth Defects Prevention"

Suggested Learning Activities:

1. Group nutrients with food group that supplies each nutrient. Use "Choose Your Calories By The Company They Keep" as a guide. Divide comparison cards into piles for foods in each food group. Construct blocks for each nutrient (shoe box will be fine). Sort "building blocks" according to the food group which provides them.

2. Select pictures of various food items. Pin the name of nutrients to each picture according to what food supplies for the body.

3. Select four foods for each food group from pictures in magazines. Using food value tables, determine which nutrients are characteristic of each group.

4. Comparison Cards: compare foods from same food group. What nutrients are they all high in?

5. Cover the name of the food on the Comparison Card. Student should guess which food group the card belongs to by examining its nutritive content.

6. Prepare a bulletin board illustrating the contributions each food group makes in terms of nutrients. Use "Guide To Good Eating" (Teacher's Guide) for help.

7. View "How A Hamburger Turns Into You" or "Food, Energy and You". List the inter-relationships between nutrients.

8. Collect food labels. Based on nutrient information, place the food in the appropriate food group.

9. Given sample menus, ask students to underline the foods which contain good amounts of specified nutrients.

FOUR FOOD GROUPS AND RDA UNIT

DIRECTIONS: Using blue, underline food sources of Vitamin A.
Using yellow, underline good sources of Vitamin C.
Using red, underline foods containing a good amount of Protein.
Using green, underline good sources of Calcium.

fish
chicken
spaghetti
nuts
milk
yogurt
watermelon

butter
orange
turkey
cabbage
candy
noodles
cream cheese

apple
carrots
cranberry sauce
macaroni & cheese
bread
pork chops
spinach

hamburger
steak
ice cream
sour cream
potatoes
sweet potatoes
french toast

egg
tuna
lettuce
kale
peas
cantaloupe

CASE STUDIES

1. Tommy is 2 years old. His need for calcium is ____________________.
2. Ann is pregnant. She should have __________________ units of Vitamin D.
3. Bill is 24 years old, is very active in sports. His protein need is ___________.
4. Mary is 8 years old. Her need for iron is __________________ mg.
5. Fifteen year old Margaret needs _____________ mg of Vitamin C or Ascorbic Acid.
6. A mother is breast feeding. She needs ______________ mg of Calcium.
7. Bill's father needs only ________________ mg of Calcium.
8. A baby 4 months old needs ____________________ units of Vitamin A.
9. Toddlers (about 2 years old) should have ____________ mg. iron.
10. A pregnant woman should increase her Folacin intake from 400 mg. to _________________ mg.

RDA

To understand the nutrient needs of the body, the RDA is the Recommended Dietary Allowances for the levels of intake of essential nutrients considered, in the judgment of the Food and Nutrition Board on the basis of available scientific knowledge, to be adequate to meet the known nutritional needs of practically all healthy persons. Instead of having to add up the grams for each nutrient, many of our foods are labeled with % of U.S. RDA. RDAs are set high with a margin of safety so that it will cover the needs of almost every healthy person.

Objectives: 2.4 To define RDA.

2.5 To demonstrate the use of the RDA Chart.

Materials Needed:

RDA charts

Suggested Learning Activities:

1. Display and define RDA. Discuss why figures are different for age and sex. Discuss what its definition means. For help refer to Dairy Council Digest Vol. 45, No. 3, May-June 1974.
2. Demonstrate examples of the RDA requirements. Ask students to read the required number of grams for a specific age person and a specific nutrient.
3. Determine amounts of one specific nutrient required for pregnant mothers from the allowance given on the RDA chart. List possible food sources and amounts needed to fulfill this requirement.
4. Compute case study examples for use of the RDA chart.
5. Plan a day's meals for a pregnant woman to meet the requirements of the RDA.
6. List foods eaten for a 24 hour period. Using food value table, compute nutrient values and compare that to the RDA allowance.

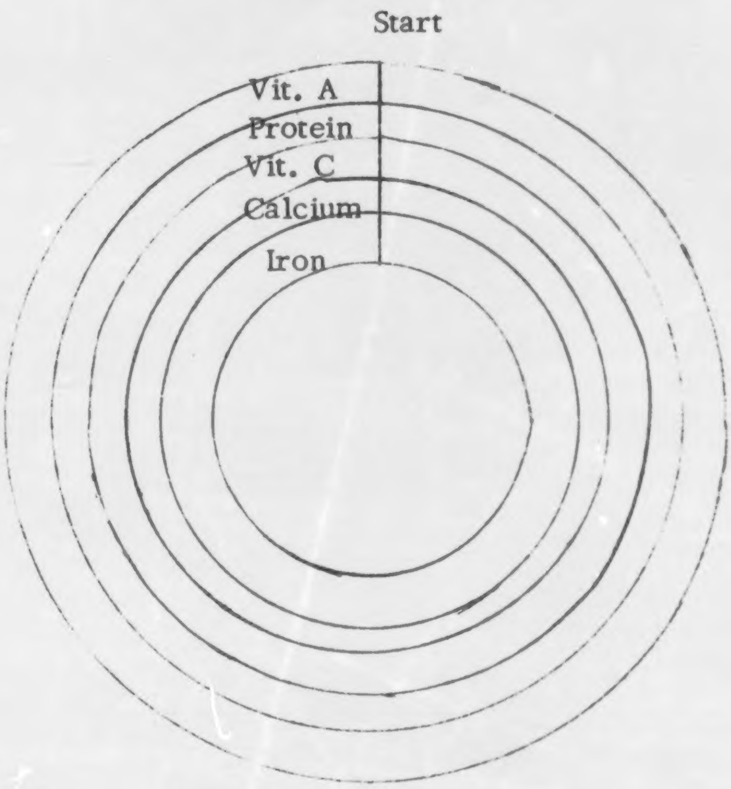
7. Set up a speed race track (see page 40). From a day's meals, race to 100% RDA.

8. Construct a Nutrimeter. Calculate % of RDA you received from your daily meals and adjust Nutrimeter accordingly.

SPEED TRACK RACE

(% of RDA Supplied By Nutrients)

1. Have each student plan a day's meal.
2. Find comparison cards for each food planned in the day's menu - or using food value charts, construct your own graphs.
3. For each nutrient column, each player is given a different color disc. He moves his disc the distance stated on the comparison cards for each food item. The first player to reach 100% or highest % on all his nutrients is the winner. The winner may also be determined by the student who gets the highest number of nutrients who has reached 100% RDA.



IT'S SIMPLER TO USE THE BASIC FOUR GUIDE

The Basic Four Food Guide, when followed with the correct serving amounts, give the average housekeeper an easy and quick way to insure that she is serving a balanced diet for the recommended amounts of nutrients.

Objective: 2.6 To explain how the Basic Four Chart can supply nutrients required to meet RDA allowances.

Materials Needed:

Comparison Cards
Food Models - Dairy Council
Placemat - March of Dimes

Suggested Learning Activities:

1. Select food comparison cards according to serving members required by the Basic Four Guide for one day's meals. Calculate nutritive value by totaling columns for each nutrient onto an empty graph. Compare to RDA - does the Basic Four, when properly selected, provide 100% of the RDA allowances?
2. Using the USRDA, evaluate a day's meal pattern. Choose a meal pattern from the food models and use the % listed on the back to determine if the pattern equals 100%.
3. Record the time it takes to calculate RDA values for a day's food menu. Compare it to the Basic Four.
4. Using Good Food For The Health Of The Mother and Her Baby During Pregnancy placemat from the March of Dimes - student will rate her diet using the check box for daily intake of each food group.

SPECIFIC NUTRIENTS

PRE-TEST

1. What main mineral is closely connected with growth of bones and teeth?
2. From the minerals it supplies, why is milk of great importance in the diet?
3. Give the importance of iron in our diet.
4. What are the best sources of iron?
5. Why is some iodine needed? Give sources.

Fill in the blank.

1. A lack of it causes a soft bone structure. ____________________
2. Needed to make hemoglobin. ________________
3. Found in liver. ________________
4. The nearest thing to perfect food is ______________. (write its name).
5. It is a good source of ________________.

Make a chart with the following headings:

Name of Vitamin	Best Sources	Function

Give names of each of the important vitamins. Give their sources from foods and their importance in the diet.

Match the following:

______1. Yellow colored vegetable
______2. Vitamin A
______3. Vitamin C
______4. Niacin
______5. Vitamin D
______6. Riboflavin
______7. Thiamine
______8. Beriberi
______9. Night blindness
______10. Vitamin A and D
______11. Carotene

a. Prevents pellagra
b. A lack of it causes nerve inflamation
c. Helps prevent goiter
d. Fat-soluble vitamins
e. Contains carotene which can be changed into Vitamin A
f. The inability of eyes to adjust to dim light
g. Caused by a lack of thiamine
h. Known as the youth vitamin
i. The body can change this into Vitamin A
j. A lack causes cracks at corners of mouth
k. Needed for building strong bones
l. Same as ascorbic acid found in citrus fruit

NUTRIENT VALUE TO THE BODY

Objectives: To associate foods we eat with nutrient value they provide.

To explain why we need each nutrient - what is its function.

A STUDY OF VITAMINS

Vitamin A

Why needed:
1. It is called the "youth vitamin" because it helps keep the skin smooth and healthy.
2. It keeps lining of body cavities (mouth, throat, nose, female reproductive organs) healthy and moist and resists infection.
3. Important for good vision as it protects against night blindness (permits eyes to adjust to dim light so a person can see).
4. For growth of body cells and to build new ones.

Sources: Deep yellow colored vegetables - carrots, sweet potatoes, pumpkins, squash; butter, cream, milk (the butterfat in milk), egg yolk, dark-green vegetables, liver (animals store Vitamin A in liver, hence a good source).

Lack of it causes:
1. Dryness of the skin
2. Night blindness

Thiamine or Vitamin B_1

Why needed:
1. For healthy nerves.
2. For normal appetite and digestion.
3. For growth.
4. To help change substances in food into energy needed for heat and work.

Sources: Lean pork, liver, bread (either enriched or whole wheat), kidney, heart, peas, enriched and whole grain cereals, watermelon, potatoes, milk, leafy vegetables, yeast.

Lack of it causes:
1. Loss of appetite
2. Constipation
3. Nerve inflamation.

A severe deficiency causes beriberi.

Riboflavin

Why needed:
1. Necessary for the proper metabolism of energy nutrients; helps cells use oxygen properly.
2. Helps keep vision clear.
3. For smooth skin without scaling around mouth and nose or cracking at the corners of the mouth.

Sources: Liver, heart, milk, lean meat, eggs, chicken, dried beans, fish, lima beans, and greens.

Lack of it causes:
1. Cracks or sores at the corners of the lips or mouth.
2. Watering of the eyes.

Vitamin C (Also known as ascorbic acid)

Why needed:
1. To help bind body cells together and strengthen walls of blood vessels.
2. To help fight infection.
3. To help in healing cuts.

Sources: Oranges, grapefruit, tomatoes, strawberries, and other citrus fruit; potatoes, greens.

Lack of it causes:
1. Black and blue marks without any real cause (caused by weak capillary walls).
2. A slowing down of bone growth.
3. An adverse effect on gums and teeth. Teeth get loose.
4. A disease known as scurvy, the symptoms of which are sore gums, loose teeth, anemia, bleeding in the intestines.

A baby with scurvy cries when picked up because it hurts his body due to tenderness caused by the disease. Legs and thighs show swelling.

Vitamin C cannot be stored in the body. Enough must be supplied each day to maintain health.

Vitamin D

Why needed:
1. It helps calcium and phosphorus build bones properly.
2. For sound teeth.

Sources: Oily fishes such as sardines, herring, and salmon; cod liver oil, foods to which Vitamin D has been added, and direct sunshine on the skin.

Vitamin D (Cont.)

Lack of it causes:
1. Loss of calcium and phosphorus from the body.
2. Rickets, the symptoms of which are malformed bones, bowlegs, elongated skull, knobby chest bones.
3. Bones can break easily.

Niacin

Why needed:
1. Helps with many biochemical processes throughout the body.
2. For a healthy nervous system.

Sources: Liver, chicken, tuna fish, salmon, peanut butter, enriched and whole wheat bread and cereals, fresh green peas, lean meat.

Lack of it causes:
1. Disease known as pellagra - skin breaks out, joints swell with pain present, diarrhea, emotional upsets, sleeplessness.

Other Needed Minerals and Vitamins

Other minerals are needed in our daily diet besides the ones described above and on the preceding page. They are: cobalt, copper, manganese, magnesium, zinc, and molybdenum. Other important vitamins include vitamin E, K, B_{12}, panthothenic acid, folic acid, pyricoxine, and biotin. Some of these compounds can be used to treat specific diseases caused by their lack in the diet. Under ordinary conditions you would not suffer from any deficiency or nutritional disease caused by a lack of minerals and vitamins listed here if you eat meals planned according to the Daily Food Plan (Basic Four).

Materials Needed:

Copies of crossword puzzles and word scrambles available from:
Cooperative Extension Service
Main Office
College of Agriculture
University of Connecticut
Storrs, Connecticut
Comparison Cards - Dairy Council
Nutrient bar graphs - National Livestock Meat Board
Why Do You Need Vitamin C - The Florida Sunshine Tree, State Department of Citrus, Florida.

Materials Needed: (Cont.)

How Food Affects You - U.S. Department of Agriculture, U.S. Government Printing Office, (1970 - 370-998), (optional resource), (60¢).
The Great Vitamin Mystery - Dairy Council
Let Protein Work for You - Carolyn J. Wax, Division of Home Economics, University of Illinois, Urbana, Illinois (optional). Self-instruction package on protein.
Nutrition Alert - National Canners Association - Home Economics - Consumer Services, 1133 20th Street N.W., Washington, D.C. 20036
Key Nutrients - Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. #PA-691.

Film:

Vitamins from Food or Understanding Vitamins
Connecticut State Department of Health
79 Elm Street
Hartford, Connecticut 06115

NOTE: Cooperative Extension has many posters and sheets on function and food sources for many of the nutrients, such as Vitamin A, Vitamin C, iron, protein, and calcium. Good for display or use in class lessons.

Key to Pretest

1. calcium
2. development of teeth, bones
3. carries oxygen in blood
4. liver, dark green leafy vegetables
5. goiter - iodized salt, seafood

Fill in blanks

1. calcium
2. protein or iron
3. iron
4. milk
5. calcium or protein

Matching

1. e
2. h
3. l
4. a
5. k
6. j
7. b
8. g
9. f
10. d
11. i

Suggested Learning Activities:

It may be conducive to motivate the students to proclaim each day or week for a different nutrient. During that week or day, games and activities should center around that particular nutrient. For example, during Vitamin A week - crossword puzzles of Vitamin A, word scramble of Vitamin A, prepare foods rich in Vitamin A, tasting party, bulletin board for functions and pictures of food sources, etc. You may even want to assign a student to represent Vitamin A and help run the activities for the day.

1. For each nutrient: obtain or prepare a word scramble.
2. Crossword puzzles for individual nutrients.
3. Discuss deficiencies which can develop from lack of specific nutrients. World hunger may be incorporated if time permits.
4. Prepare foods which are rich in a specific nutrient.
5. Arrange a tasting party for foods for a specific nutrient. Example: Foods rich in Vitamin C - orange slices, grapefruit sections, chunks of cantaloupe, slices or wedges of tomato, etc.
6. Refer to pages 53-74 for instructions for the following games:
    a. Will the Real Vitamin A Please Stand Up
    b. Defendant is Accused of Malnutrition
    c. Job Interviews at Body, Inc.
    d. Tic Tac Toe
    e. Password
    f. Challenge
    g. Card games
    h. Poppin Swap
    i. Food Power
    j. Price is Right

7. Make puppets to represent each nutrient - put on skit to entertain small children.
8. Write a small story book about the history and job of each nutrient - include pictures a young child would enjoy. Use Why Do You Need Vitamin C booklet or Great Vitamin Mystery for information.
9. Using the Great Vitamin Mystery (Dairy Council) perform experiments to see protein, fats, minerals, etc., in foods.
10. Make a list of nutrients that are stored in the body and those which are not. Discuss the importance of eating nutrients not stored in the body everyday.
11. Play Nutrient Web.
12. Collect empty food containers displaying rich sources for specific nutrients.
13. Keep a 24-hour record of foods eaten. Evaluate this menu according to sufficient amounts of each nutrient. Use chart from Vitamin Information Bureau (if available).

14. View film, Vitamins From Food or Understanding Vitamins from Connecticut State Department of Health.
15. Using Key Nutrients chart - Department of Agriculture - prepare a scrap book using pictures collected from magazines of foods supplying each nutrient along with description of what the nutrient's functions are.
16. Comparison Cards. Find foods containing more than ______% of a specific nutrient.
17. Prepare chart showing fruits and vegetables that will supply both Vitamin A and C.
18. Develop cartoon figures for each nutrient. Display on bulletinboard with their functions and foods which supply them.
19. From Protein Food Boxes, student should circle one out of four foods which is highest in protein. Variations: foods may be listed in such a fashion that students are asked to circle one highest in another nutrient.
20. When given some common food combinations, choose food items which will give the highest nutritional value.

PROTEIN

In each group below, circle the food you think has the most protein value:

cheese
carrots
butter
apples

green pepper
steak
potato
grapes

rice
jelly
lettuce
turkey

celery
fish
strawberries
muffins

green beans
milk
catsup
oatmeal

tomato
liver
noodles
orange

corn flakes
syrup
ham
cabbage

mustard greens
peaches
tuna
corn bread

egg
bread
sweet potato
pear

legume
yogurt
ice cream
spinach

watermelon
cake
potato
pork chop

corn
parsley
fish steaks
oatmeal

lettuce
beans
tomatoes
biscuit

apple
peach
1 egg
2 hamburgers

cottage cheese
milk
liver
collard greens

noodles
salmon
broccoli
beets

When given common food combinations, circle the choice which would give the most nutritional value.

1.	chocolate bar	chocolate bar with peanuts
2.	rice	tuna rice casserole
3.	macaroni and cheese	macaroni
4.	dry cereal	cereal with milk
5.	bread and butter sandwich	peanut butter sandwich
6.	noodle soup	chicken noodle soup
7.	spaghetti and meat sauce	spaghetti
8.	vegetable soup	beef vegetable soup

NUTRIENT BAR GRAPHS

Similar graphs can be constructed for other nutrients:

PROTEIN	Amount	Value
Veal	3½ oz.	33 gm.
Liver	3½ oz.	30 gm.
Beef	3½ oz.	30 gm.
Pork	3½ oz.	28 gm.
Lamb	3½ oz.	27 gm.
Frankfurters	2 oz.	14 gm.
Luncheon Meat	2 oz.	10 gm.
Turkey	3½ oz.	32 gm.
Chicken	3½ oz.	28 gm.
Fish	3½ oz.	25 gm.
Canned fish	1-3/4 oz.	12 gm.
Egg	1	6 gm.
Cottage Cheese	¼ cup	11 gm.
Milk	1 cup	9 gm.
Cheese	1 oz.	7 gm.
Dried Beans and Peas	3/4 cup	11 gm.
Nuts	¼ cup	6 gm.
Peanut Butter	1 Tablespoon	4 gm.
Cereal	½ cup	2 gm.
Bread	1 Slice	2 gm.

You need protein to:

- build, maintain and repair all body tissues
- help regulate the acid-base balance of the body
- help in the formation of body hormones and enzymes
- help build resistance to disease

When you don't get enough protein:
(in extreme cases of protein deficiencies there may be) :

- poor muscle tone and posture
- lower resistance to disease
- premature aging
- anemia
- stunted growth
- tissue degeneration
- slow recovery from illness or surgery

VITAMIN C WORD SCRAMBLE

The names of several Vitamin C-rich fruits and vegetables are hidden in this word scramble. See how many you can find. Use the clues at the bottom of the page to help you.

B	T	L	O	S	K	L	Q	P	M	O	T	T
R	S	B	L	T	A	E	I	E	Z	R	P	A
O	C	A	Z	R	P	M	G	P	M	A	A	N
C	A	N	T	A	L	O	U	P	E	N	P	G
C	U	A	O	W	I	N	A	E	L	G	A	E
O	L	N	M	B	W	R	V	R	O	E	Y	R
L	I	A	A	E	Y	O	A	S	N	T	A	I
I	F	F	T	R	C	A	B	B	A	G	E	N
S	L	I	O	R	M	P	O	T	A	T	O	E
Z	O	E	P	Y	G	A	V	O	C	A	D	O
M	W	A	T	E	R	M	E	L	O	N	F	L
I	E	P	I	N	E	A	P	P	L	E	Q	L
G	R	A	P	E	F	R	U	I	T	M	R	E

CLUES

ACROSS

Watermelon
Canteloupe
Potato
Grapefruit
Avocado
Cabbage

DOWN

Orange
Lemon
Banana
Melon
Peppers
Guava

Papaya
Strawberry
Broccoli
Tangerine
Tomato
Cauliflower

NUTRITION QUIZ

"What nutrient am I??"

Only answer 5 of the following! For extra credit, answer 6!

________ 1. I am a vitamin that is needed for healthy teeth, bones, hair and skin. I'm also important for adjusting your eyes to light. The best food sources of me are green and yellow vegetables. Who am I?

________ 2. I am an important nutrient because I build and repair the body. Some good food sources of me are meat and eggs. If you forget me, I'll make you tired, anemic and have weak muscles. Who am I?

________ 3. We're known as the Complex Vitamins. The main function of us is in helping in the control of the nervous system. We're grouped together and labeled Vitamin ______.

________ 4. I'm important for the red coloring found in the red cells in the blood. A lack of me results in poor skin color, tiredness and anemia. Who am I?

________ 5. I am a cheap and plentiful source of heat and energy. If you forget about me you'll become overweight, hungry and tired. Good sources of me are sugar, breads and cereals and sweet fruits. Who am I?

________ 6. I am a vitamin that cannot be stored in your body. You eat a lot of fruits and vegetables so you can prevent SCURVY which is the disease you could get if you forget about me. Who am I?

POPPIN' SWAP

The Pillsbury Company

The game is made up of 51 cards:

5 cards, each representing a food which is an excellent source of one of nine important nutrients (protein, calcium, iron, vitamin A, thiamine, riboflavin, niacin, vitamin B_6, vitamin C).

4 bonus cards, each depicting food that is high in at least two nutrients.

2 empty calorie cards.

All cards are dealt and sorted according to nutrient groups (protein, calcium, vitamin A, etc.). At the signal from the dealer, all players can start swapping, one card at a time, without waiting for a turn.

The trader calls out the name of the food he wants to swap, not the nutrient. Object of the game is to swap cards to make up:

- a hand of sets of three or more of the same nutrients, or
- a hand of sets of three or more of the same nutrients with one set of two from the same nutrient group.

(See scoring list). A Bonus Card can be used for any one nutrient listed on it.

Empty calorie cards carry a penalty, so another object of the game is to get rid of them during the trading. A PLAYER CAN CALL THE EMPTY CALORIE CARDS ANY OTHER FOOD IN HIS HAND. The skillful player will not show that he has been given an empty calorie card, but instead will try to pass it off to another player.

The first person to lay down a hand made up entirely of nutrient sets (no empty calorie cards) wins that hand. If two players lay down hands at the same time, both score.

To adjust the deck for various numbers of players:

Players	Leave Out	Card/Players
7	2 bonus cards	7
6	3 bonus cards	8
5	1 empty calorie	10
4	2 nutrient sets 1 empty calorie	10

How to Score the Game:

A winning hand consisting entirely of groups of 3 or more earns:	75 pts.
A winning hand consisting entirely of groups of 3 or more, except for one group of 2 earns:	50 pts.
A group in the winning hand made up of all 5 single nutrient cards (no bonus cards) add:	25 pts.
Empty calorie cards left at end of hand, subtract:	10 pts.

The game is won by the first person scoring 150 points.

CHART YOUR NUTRITION

This is your personal checklist. You need some of each nutrient each day. Put a check in the proper square for each day you ate the good foods containing each nutrient.

DAY-BY-DAY CHECKLIST OF INTAKE OF ESSENTIAL NUTRIENTS

GOOD FOOD SOURCES	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
VITAMIN A Whole milk, butter, fortified margarine, eggs, yellow and leafy green vegetables, liver.							
VITAMIN B_1 (Thiamine) Whole-grain or enriched bread and cereals, yeast, liver, pork, fish, lean meat, poultry, milk.							
VITAMIN B_2 (Riboflavin) Milk, whole-grain or enriched bread and cereals, liver, lean meat, eggs and leafy green vegetables.							
VITAMIN B_6 (Pyridoxine) Lean meat, leafy green vegetables, whole grain cereals.							
VITAMIN B_{12} Liver, kidney, fish, milk, foods of animal origin in general.							
FOLIC ACID Leafy green vegetables, liver.							
PANTOTHENIC ACID Eggs, leafy green vegetables, nuts, liver, kidneys.							
NIACIN Eggs, meat, liver and whole-grain and enriched breads and cereals.							
BIOTIN Liver, kidney, eggs, leafy green vegs.							
VITAMIN C Citrus fruits, particularly; other fruits and leafy green vegetables, potatoes.							
VITAMIN D Vitamin D fortified milk, cod liver oil, egg yolk, tuna, salmon.							
VITAMIN E Vegetable oils, whole-grain cereals.							

GOOD FOOD SOURCES	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
VITAMIN K Leafy green vegetables.							
IRON Meat, liver, egg yolk, green vegetables.							
CALCIUM Milk, cheese, eggs, fish, whole-grain cereals.							
PROTEIN Eggs, fish, meat, poultry, cheese, milk, beans.							

PROTEIN WORD SCRAMBLE

The names of 25 different protein foods are hidden in this puzzle. Look for them across and down. How many can you find?

S	T	C	H	E	D	D	A	R	M	O	P
P	O	R	K	A	R	R	C	O	I	L	P
L	I	V	E	R	O	I	T	C	L	A	M
I	M	A	O	K	Z	E	L	O	K	M	S
T	O	N	A	T	S	D	T	T	N	B	A
P	E	A	N	U	T	B	U	T	T	E	R
E	C	N	A	N	E	E	R	A	P	V	D
A	O	F	T	A	A	A	K	G	A	E	I
S	D	Y	Z	C	K	N	E	E	N	A	N
F	R	A	N	K	S	S	Y	C	T	L	E
B	O	L	O	G	N	A	Z	H	A	M	S
S	A	U	S	A	G	E	B	E	E	F	E
H	A	D	D	O	C	K	A	E	G	G	S
O	C	H	I	C	K	E	N	S	O	S	W
Y	O	G	U	R	T	I	K	E	H	A	T

ACROSS

cheddar
pork
peanut butter
franks
bologna
haddock
chicken

liver
ham
yogurt
beef
sausage
clam
eggs

DOWN

split peas
dried beans
sardines
turkey
veal
tuna

cod
milk
cottage cheese
steak
lamb

VITAMIN A VOCABULARY

Vitamin A helps keep these parts of the body healthy:

___ K I ___

___ O ___ T H

___ Y ___ S

___ ___ G ___ S T ___ V E   T R ___ ___ ___

Unscramble the letters for foods rich in Vitamin A:

VERIL ___ ___ ___ ___ ___

HEECSE ___ ___ ___ ___ ___

ROTACRS ___ ___ ___ ___ ___ ___ ___

WERTIN AQUSHS ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___

PICHANS ___ ___ ___ ___ ___ ___ ___

GNESER ___ ___ ___ ___ ___ ___

MAOTTOES ___ ___ ___ ___ ___ ___ ___ ___

COCROLIB ___ ___ ___ ___ ___ ___ ___ ___

GO FISHING!

Pamela Moses

This game will help players to become more aware of the nutritional value of foods and show them how much and what kinds of foods are necessary to have 100% of the nutrients needed by the body, i.e., to meet the RDAs.

RULES OF PLAY:

1. Dealer passes out nine cards to each player (3 to 6 players is a good number).

2. Dealer places the rest of the cards face down on the table.

3. Player to the dealer's left begins by asking one other player for a good source, 10% or higher, of a particular nutrient, Iron Source. If the player has a good source he gives the card to the player who asked for it. If he has no good source he says "Go Fishing" and the player draws from the pile. If in his draw he gets a good source of that nutrient he takes another turn. He may ask someone else for the same nutrient or ask for another nutrient. If he does not obtain a good source of the nutrient from another player or from his draw on the deck, the play goes to the next person. When deck is depleted, player receives no draw.

4. When a player has 100% of any nutrient he lays those cards face up on the table and declares himself adequate in that nutrient. He may also use these cards for other nutrients as he works toward 100% in all nutrients.

5. Any player who gets 100% of all the nutrients and gets rid of all the cards from his hand wins. Rather than work toward all 8 nutrients in one game, it may be best to only work toward a few nutrients at a time, especially for beginners.

   These cards may be used for many other games as well as the one above.

SNACK STRATEGY

Carol Coffel

The purpose of this game is to help players recognize the varying nutritive value of snack foods.

Equipment needed:

Large checker board (or make a board with 8 squares in each dimension)

32 pieces of light cardboard (16 each of two colors) cut to fit the checker board squares and folded once so they will stand up. On one side of the folded "tokens" write the name of a snack food and the amount of a serving and if possible add a picture of the food. Choose 32 common snacks from the chart indicated below in paragraph 4 of Rules and at random determine which ones to place on each color.

Rules of play:

Decide on a nutrient to play for, e.g., thiamine (Vitamin B_1).

There can be two players or two teams in this game. Each player receives 16 "tokens" representing snack foods, one player receiving the tokens of one color, and the other player receiving the tokens of the other color. The tokens are placed on the board on the second and third rows nearest the player (leaving first row empty), in any order that the player desires.

These snacks can be moved forward, sideways, or backwards but not diagonally across the board. Each player can move only one snack in each turn and cannot move through a space with another snack on it. He may not jump over a space.

The object of the game is to move one's snacks until one is adjacent to (not diagonally) a snack of the other player. When this is done, either player can challenge the other. A player can move or challenge in a turn, but not both. The players do not have to challenge if they do not want to. If they feel that their snack is low in the nutrient being played for, they would probably not want to challenge. When challenging, the player declares that his snack has more of the nutrient being played for than does the snack of the other player. The game can be played for any nutrient that is being stressed in the class at the time.

After one of the players has challenged, the judge (or one of the players) looks at the chart, "Nutrient Values of Common Foods in Per Cent of RDA," and checks for the per cent value of the nutrient being played for. The snack that loses, or has the least amount of the nutrient being played for, is removed from the board. The winning snack is moved to the now empty square of the losing snack.

Remember: You are trying not only to eliminate the snacks of the other player from the board but also trying to get as many snacks as you can to the opposite row (the "king row" in checkers) in order to get 10 points for each of these.

The players receive:

5 points for each food left on the board at the end of the game.

10 points for each food that safely reaches the back row of the opposite side without being removed from the board. Once snacks have reached the opposite row of the board they must remain there throughout the rest of the game.

The winner is the one with the most total points.

Learning may be enhanced if teacher calls attention to which are the "winning snacks" and which ones were "knocked out" when challenged. Some attention to analyzing the contents of the usual vending machines might be fruitful.

OH FUDGE!

Sister Jance Greenwood

For this game the author made a set of food cards of playing card size with the same information that is contained on the National Dairy Council Comparison Cards, using single lines with colored pencils instead of the larger bar graphs (example below), but the game could be played with the Comparison Cards (though the size is awkward) or with the cards from The Nutrition Game.

Rules of play:

Deal each player (2 to 4 players is an ideal number) 8 cards and let each one bid 0 to 8 to indicate how many tricks he thinks he can take.

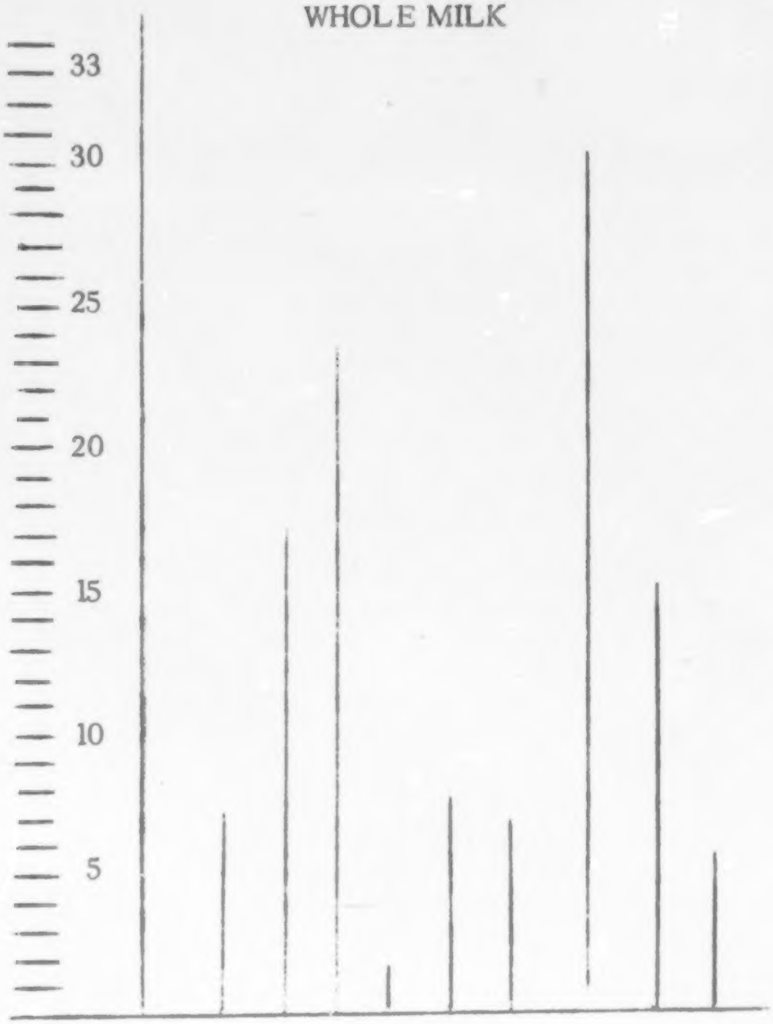
Player to left of dealer leads first. He places one food card on the table and calls out a nutrient. Other players must play a card containing that nutrient (in any amount) if they have one. The person whose food had the highest percentage of the named nutrient wins the trick. The winner of that trick leads in the next one.

The object is to win exactly as many tricks as you bid, no more, no less. Hence, a player will sometimes lead a food card which has very little of the nutrient he calls, in order to try to lose that trick.

Any player who wins exactly the number of tricks that he bids receives a score to match his bid. Others receive zero. The game can be played to any agreed upon final score, e.g., 50, or for a given number of "hands" with the winner being the one who has the highest score at the end of, say, 8 hands.

The principal learning from this game will be the principle that foods vary in their nutrient value and a host of specifics which build up to this principle. It will also become obvious that a variety of foods is needed if RDA's for all major nutrients are to be met.

The game is suitable for groups of youth and adults of varying ages and ability levels and could be used outside the classroom at parties, club meetings, nursing homes, and the like.



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FOOD POWER

Game suggested by
Catherine Lagacy

In this game the food models are set up as a cafeteria and students go through the line with trays to select a breakfast. Then, using information on the backs of the food models or from Comparison Cards or charts, each student moves a counter up each column on his Food Power Chart according to the value of his chosen foods.

The Food Power Charts have a percentage scale on the left, which goes to 100%, and a column for each of the nutrients being studied, preferably color keyed to the NDC Comparison Cards.

When computations are complete for the breakfast foods, the student records the foods for reference and proceeds to the "cafeteria" for lunch.

The process of calculation and location of counters on the columns of the Food Power Chart is repeated, and the student goes back for his evening meal. Snacks may be allowed if desired.

When all calculations are finished, scores are allowed as follows for each nutrient:

		Score
85 - 100%	Excellent	3
70 - 84%	Good	2
55 - 69%	Fair	1
40 - 54%	Poor	0
Below 39%	Very poor	-1

If teams were formed, all members' scores are totaled to ascertain team winner.

During the course of the game, the teacher can circulate, comment, ask questions, and do some one-to-one teaching. At the end (which may be two or three days from the beginning) she can lead a summary discussion, call attention to the food combinations that scored highest, and teach the content desired.

TIC TAC TOE

Another good game is a nutrition Tic Tac Toe game. One version is played on a large "frame" on the floor. Each student draws 10 food models, and teams, assigned different nutrients, compete. If a player has a food rich in his team's nutrient, but not rich in the opponent's nutrient, he places it in a square. If not, he shows his foods and explains why he has to pass. The first team to have 3 in a row wins.

DEFENDANT IS ACCUSED OF MALNUTRITION

This simulation of a court situation as a technique for teaching nutrition was suggested by Roberta Larson, 1970 University of Illinois student teacher, and was tried and refined in the Workshop.

Characters in the role play: defendant, defendant's lawyer, prosecuting attorney, witnesses, jury, and judge (or judges).

This role play offers opportunity to cooperate with the teacher of civics and government and could be preceded with a discussion of our court system and student experiences in seeing it operate, e.g., Perry Mason show. It offers a good opportunity to emphasize how the innocent are protected and the guilty brought to justice by our system, and to relate this to the school situation.

The classroom may be set up to simulate a court room and if additional "atmosphere" is desired, one corner can be labeled "Malnutrition Jail" and the library area (where sentenced persons can go to get needed information to meet requirements and get suspended) can be the "Nutrition Parole Center."

The Prosecuting Attorney introduces the defendant and announces that she has been accused of Malnutrition, that she has pleaded not guilty, and introduces his evidence: a day's dietary (which is the defendant's actual inadequate diet or one that is typical of the inadequate ones teenagers often eat) and some observations of the defendant, e.g., that she seems tired a lot, that she has been absent from school often, that he observed her walk into a tree because she couldn't see in the dark - or whatever is appropriate.

The defendant's lawyer finds whatever he can in the diet to praise and refute but must stick to the facts; for example, he may note that teenagers need energy and that she had plenty of calories, that the icing on the cake was made with butter, that a hamburger has such-and-such nutrients, that the candy bar had peanuts in it which are highly nutritious, etc., etc.

If the diet presented in the evidence is carelessly given, the defendant's lawyer can use this to his advantage. For example, if the defendant had pancakes and coffee for breakfast and the Prosecuting Attorney attacked this as inadequate, the lawyer could say that there were three pancakes the size of a dinner plate, with lots of butter, and of course pancakes are made with eggs . . . , etc. Hence, it becomes very important that the diet be presented with exact amounts and with specified contents of such dishes as tossed salad or casseroles.

The prosecuting attorney and the defendant's lawyer are each given a chance for rebuttal, perhaps with a time limit.

Both the prosecuting attorney and the defendant's lawyer may call witnesses to the stand, including expert witnesses who can represent authorities and testify that, for example, a deficiency of vitamin A does indeed lead to vision difficulties, even blindness if severe. Care must be taken, however, that irrelevancies are not introduced and that the fun does not lead the students astray from the objectives of the lesson. This does not rule out humor, but it does suggest that all witnesses should stick to the subject. If they don't, the judge should be ready to rule them out of order.

The judge instructs the jury to take account of the evidence, calculate the adequacy and determine whether the defendant is guilty or not guilty of malnutrition. He may specify that a not guilty verdict must mean certain degrees of adequacy, e.g., all of the common nutrients (protein, calcium, iron, and vitamins A, B_1, niacin, and C) must be present in at least 80% of the Recommended Daily Dietary Allowances and at least half of them must reach 100%, while calories are adequate but not excessive. The National Dairy Council Comparison Cards may be displayed in the room for reference.

Considerable time may be required to study the evidence carefully and make the calculations, so the court may be adjourned until the next day if the class period ends before the case is decided. The jury should be seated in a manner that permits communication and their judgment must be unanimous. They may wish to meet in secret session while arriving at their verdict.

When the jury has rendered a verdict, the judge will either dismiss the case if not guilty or pronounce the sentence if guilty. (If class is large the judge may be expanded to a Supreme Court to involve more students or the judge may have advisors to aid him in determining the sentence.)

If verdict is guilty, the judge (or Supreme Court) may choose any of the following sentences (or he may think of one of his own!):
(1) I sentence you to suffer the following consequences of your deficient diet (and he specifies what these are according to his analysis of the diet); (2) I sentence you to eat the following foods or specified alternatives to correct your deficiencies (and he specifies what foods are needed); or (3) I sentence you to x days in Malnutrition Jail, and after x days of good behavior you may be paroled to the Nutrition Parole Center to secure needed information to correct your diet. If corrected, you will be pardoned. (One student may be designated Parole Officer, if desired, and may assist the parolee in finding information.)

All students should be continuously involved, and the teacher should be a part of the court situation, perhaps an expert witness or advisor to the judge. If class is small, defendant could serve as his own lawyer. The size of the jury can be flexible to fit class size. In large classes, it might be possible to have two courts in simultaneous session.

This court situation could be later staged for an audience if the class wishes to share their nutrition knowledge with the rest of the school or some adult group.

NUTRITION PASSWORD

Deana Haywood suggested that the "Password" game be adapted for nutrition. The class is divided into groups of 5, including a moderator, 2 students to give clues, and 2 to guess. Those giving clues receive a word from the moderator and try to lead the others to guess it by providing one word clues related to nutrition.

A time limit, perhaps 5 seconds, is agreed upon, and no references are used.

After each game conclusions are drawn about the word so as to emphasize relational learning. This may be done by each student in writing, by groups, or in a general discussion.

The range of words to be guessed will depend upon the educational objectives. They may include any nutritional term or be limited to foods, nutrients, body processes, nutritional recommendations, or some other less general aspect of nutrition.

CHALLENGE

Sister Suzanne Sabetti built a board fashioned after the television Concentration game and called it Challenge. Numbered cards were hung on hooks, each touching the next, and behind them another card with a picture or a word pertaining to nutrition.

Players, alternating by teams, choose 2 numbers and cards are removed. If the player can state a nutritional relationship between the items on the cards beneath, he scores a point for his team, and these cards are removed from the board revealing still other cards which contain part of a nutrition cryptogram to be guessed at any time a player thinks he knows. Wrong guesses are penalized with negative scores of 2, and a right answer gives a bonus score of 5.

If a player cannot state a relationship when his chosen numbers are removed, the numbers are replaced. No pencils are allowed! It is an advantage, of course, if a player can remember what is behind several numbers.

One person may serve as moderator, time- and scorekeeper and as leader of a summarizing discussion at the end.

JOB INTERVIEWS AT BODY, INC.

Another simulation technique was proposed by Nancy McKay, who created a corporation to hire foods!

Three students represent the personnel board of Body, Inc. and the rest are job applicants.

Each applicant represents a self-chosen food and in the interview explains what he can do for the company, offering to work at a salary commensurate with the caloric value of one serving of the food.

The total budget of Body, Inc. is the caloric RDDA for the age group of the students in the class, so the personnel board decides how to allocate and who and how many to hire.

If desired, the personnel board may make recommendations to the President and the two vice presidents who make the final decision.

All applicants listen to all interviews and each tries to make his own most convincing.

A variation of this simulation might be to have the corporation produce job descriptions for vacant positions and have applicants choose the food they think meets a certain need best and apply for that job. For example, Body, Inc. has a vacancy in the pregnancy department which builds bones and teeth in the fetus. Applicants might represent whole milk, skim milk, cheese, cottage cheese, turnip greens, and canned salmon.

The vacant positions and descriptions could be advertised in advance and students could study charts and references to find out which food to represent when applying. The order in which applicants are interviewed could be by lot to insure fairness.

CARD GAMES

Marian Kessler produced a deck of cards which could be used in a variety of ways including a game called "4424".

Each card has a picture of a food, the name of the food, the amount of one serving, the number of calories, and in the corner a number (0-4) to indicate the general nutritive value of the food. Eighteen of the cards have breads and cereals, 18 have milk foods, and 9 have meats and other protein foods.

Thirteen cards are dealt to each of 2 to 4 players and the rest are placed face down on the table. The dealer draws one card and either discards it, face up beside the deck, or keeps it and discards from his hand. Play continues until someone has a perfect 4424 hand, i.e., 4 servings of vegetables and fruits, 4 breads and cereals, 2 meat or other protein foods, and 4 milk foods, at which time that player shouts "4424" and scores 1 point for every card held by his opponents, plus the numbers in the corner of the 14 cards he put down.

If desired, each group can be laid down as accumulated, e.g., 4 vegetables and fruits, rather than all at once, but the player wins only when all 14 are laid down in the 4424 pattern.

The cards were made of plain index cards with clear transparent contact (self-adhering plastic) on the picture side and a decorative contact on the back. Making the cards could be a learning experience for students if carefully planned to avoid repetitive busy work for a few.

WILL THE REAL VITAMIN A PLEASE STAND UP?

This adaption of the television program was suggested by a 1970 University of Illinois student teacher, Helen Abell, and refined in the Workshop.

One student is selected to be Vitamin A and two others to be "imposters" who really represent other nutrients. All will announce themselves as Vitamin A. Each student is backed by an "advisor" in case he needs help in answering a question. The teacher can serve as advisor to the advisors.

The rest of the class is divided into 3 or more teams. After Vitamin A and the imposters introduce themselves (see possible introduction below), team members take turns asking questions answerable by Yes or No, directed to one of the panel.

Unlike the TV program, all answers must be truthful and accurate. Each person answers in terms of the nutrient he really is.

After an agreed upon time period has elapsed, each person votes separately on a ballot such as:

I think Vitamin A is No. _____.
I think No. ______ is _______.
I think No. ______ is _______.

Team ______

The real Vitamin A stands up, the other panel members identify themselves, ballots are counted, and each team scores the total of all its members' scores, with one point being allowed for each correct identification.

Material such as the following should be prepared ahead of time by teacher or by the panel with her consultation (if there is assurance that no one will tell!). Note that the "imposters" confuse the audience by telling things about themselves that are also true of Vitamin A or that may lead the audience astray.

No. 1 says: (No. 1 is really riboflavin or Vitamin B_2)

I am Vitamin A.
I am found in whole milk.
Too little of me may cause skin problems.
I am destroyed by sunlight.
Liver has lots of me.
I am yellow.

No. 2 says: (No. 2 is really iron)

I am Vitamin A.
I am not present in skim milk.
Turnip greens have a lot of me.
I help people keep from being tired.
Babies need me.
Some foods are enriched with me.

No. 3 says: (No. 3 is really Vitamin A)

I am Vitamin A.
I am found in some fats.
I help people see better.
I affect the development of teeth.
Vitamin E protects me.
I help the body fight off colds.

NUTRITION DOMINOES

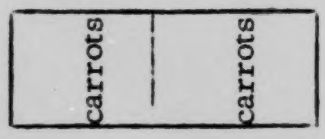
Paula Conder

This game requires a set of large cardboard dominoes having names of foods on each end instead of the usual dots. The number in the set can vary with the number of players. The idea of the game is to cause each student to find out what nutrients are in what foods and in what amounts. NDC Comparison Cerds should be displayed in the room. There can be several different sets of dominoes and the students can play in groups rather than all together. The competition can be between players in one group or between teams which each send one player to each table.

Any number can play. It could even be played as solitaire with a rule like "Play all seven dominoes without going to the boneyard and you beat sol." Thus it could be used for independent study or to occupy the time of those who complete some other activity earlier than others.

A rack for holding the dominoes can be made by folding a piece of paper thus:

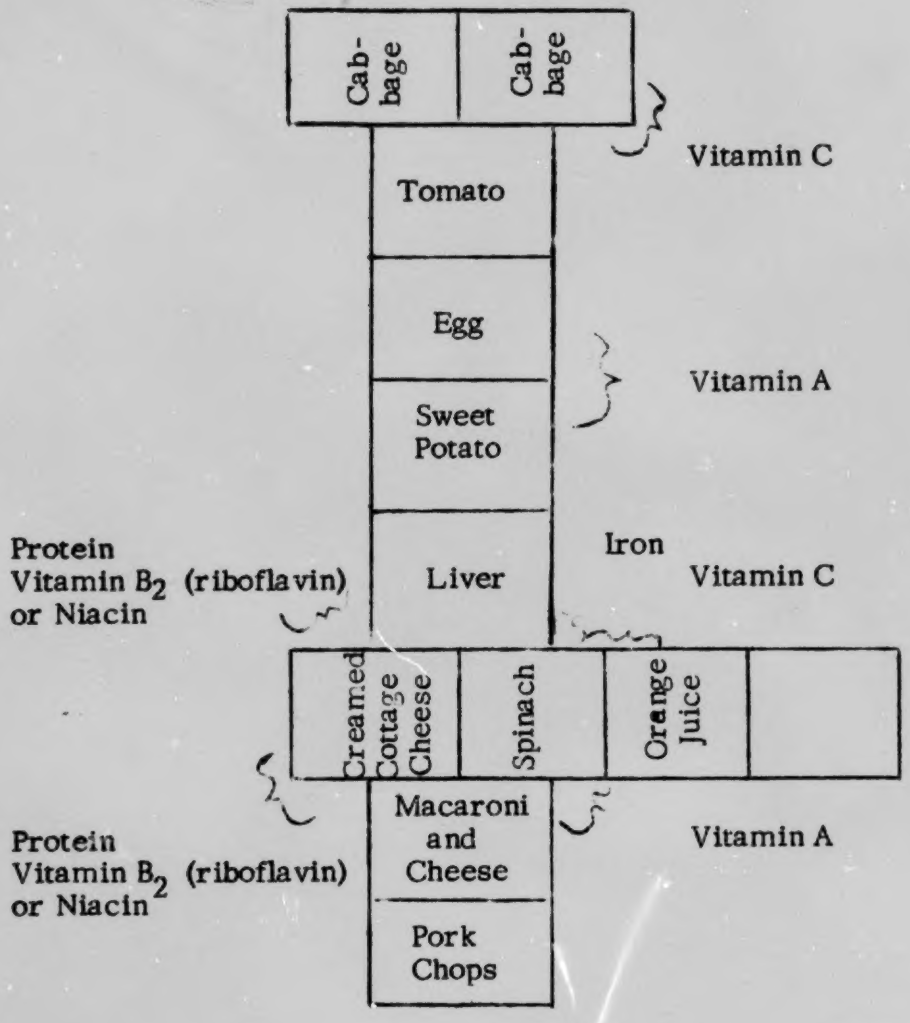
Instructions for play: Turn all dominoes face down. Each player takes seven (or fewer if many players) dominoes and arrange them so that only he can see them. The dominoes remaining will make up the "boneyard." The person who has a double will start the game by putting it face down on the table. If two or more players have doubles, the player whose foods start with a letter nearest the beginning of the alphabet will start. A double is a domino that has the same word written on each end of it. Example:



The play then goes clockwise around the table if more than two are playing. If no one has a double, each person will draw from the boneyard, one at a time, until a double is drawn.

The second player finds one of his dominoes which has a food rich in a nutrient common to the food on the domino already played. ("Rich" is defined as "one serving has ten percent or more of the RDDA for that nutrient.") He announces the common nutrient and joins his domino to the first. If he makes an error, he loses his next turn. From the double, plays can go any of four directions. In other plays the dominoes will go end to end. If a domino has foods, *both* of which can relate to a domino already played, it can be placed crosswise to the one previously played. The next player must then match *both* of these foods with his food or change direction and attach to one end. See example in diagram.

If one cannot play, he must draw from the boneyard until he can play. The player who gets rid of all his dominoes first scores one point for each domino still held by the other players.



SOME POSSIBLE PLAYS FOR NUTRITION DOMINOES WITH POSSIBLE REASONS

FOOD BUYING GAME

Each player holds nutrient symbol in his hand. Then one student says, "I want to buy a food." He chooses a student from the group to purchase the food from. He says, "I want to buy a ______ (give name of nutrient)." If the student that he has chosen is holding the symbol that the purchaser has named, he must give the purchaser the symbol if the purchaser can name a food that contains good amounts of that nutrient. The player with the most symbols wins. (Little chips with symbols of nutrients on each will be needed).

FOOD - OTTO

(Bingo) Use pictures or words of foods rather than numbers. Column headings - use nutrients.

MATCH - FOOD

Rules are similar to Match Game on T.V. Leader tells the nutrient content of a serving of mystery food. Mystery food is written but is not seen by the contestants. The 3 members of each team write a food on their pieces of paper without being able to see what their teammates are writing. For each team member that matches the mystery food, the team gets 50 points. (Maximum of 150 points for each round). Highest score after a certain number of rounds wins.

TRAVEL

Place 17 wrapping paper signs (36 x 36) on the floor in numerical sequence. Four players stand before the first sign. A representative for each player rolls one die to determine the number of signs the player may advance. When player lands on question mark, leader gives him the name of a food. Player must list nutrients the food supplies as a good source. If correct, he moves ahead two spaces, if wrong, he moves back two spaces. First player to reach "winner" wins the game.

Supplies needed: sheets of paper numbered 1 to 17
#1 sheet: START
#2, 4, 10, 13, 5, 8, 11, 7, 14, 16: QUESTION MARKS
#17 sheet: WINNER

SIMON SAYS

Leader calls "Simon Says Eat Orange" as she puts hands to mouth and pretends to chew food. Everyone imitates her if the food she mentions is representative of a predetermined nutrient.

FOOD FACTS

Determine the nutrients that shall head each column. Each person draws 5 letters and copies them along left column on the paper. During the time limit he writes foods that are good sources for each of the nutrient categories. He must think of foods for each nutrient that begin with the letter he has drawn. Score paper at the end of the time.

	Letter Drawn	Carbo.	Fats	Protein	Score
Score					

To score, take the number correct times itself for each vertical and horizontal column. Incorrects are Minus 5 for each.

Supplies needed: paper, timer, letter from Scrabble Game.

CONTRIBUTIONS OF EACH FOOD GROUP

III. General Objective: To analyze the nutritional contributions made by each of the Four Food Groups.

Objectives:
3.1 To examine each food group to determine its nutritional worth.
3.2 To define enrichment.
3.3 To demonstrate ways to incorporate each food group into the daily diet.
3.4 To identify foods in each food group.
3.5 To recognize the important role each food group plays in the daily diet.
3.6 To plan meals to include each food group, taking into consideration budget and family preferences.
3.7 To devise different, imaginative ways to serve foods from each food group.

Materials Needed:

PAMPHLETS

1. How Much Do You Know About Breads? -- FREE
   American Baker's Association
   1700 Pennsylvania Avenue, N. W.
   Washington, D.C. 20026

2. Co-Operative Extension Service
   Cost comparison sheets for items in each food group
   Dan and Sue Series for the Basic Four Food Groups
   Recipe sheets
   Protein, Vitamin A and C Word Scramble
   Vegmobile
   Posters - information of functions and sources of nutrients

3. Dairy Council
   28 Grand Street
   Hartford, Connecticut

   Comparison Cards
   Food Models
   Milk - Its Nutrient Value
   Dairy Foods Complete Your Daily Meals
   Milk Made the Difference

4. U.S. Department of Agriculture
   Gussie Goose - Basic Four Series

5. "Extras". Many individual food pamphlets are available from Cooperative Extensive Service. Materials for enriching classroom lessons are available free of charge from Libby Co. and Green Giant Co.

FILMS

The Day Milk Was Turned Off - Dairy Council

PRE-TEST FOR THE FOUR FOOD GROUPS

1. List 5 foods found in each of the Basic Four Food Groups.

Meats	Fruits & Vegetables	Breads	Dairy

2. Name 3 ways milk may be purchased:

TRUE OR FALSE

1. More tender cuts of meat are also more nutritious.
2. All fruits are good sources of both Vitamin A and C.
3. Another name for Vitamin C is Ascorbic Acid.
4. Calcium is characteristic of the bread group.
5. Protein is mainly found in the meat group.
6. Iron can be obtained from only the meat group.
7. Milk is the most nearly complete food.
8. Dried beans belong to the bread group.
9. Skim milk is less nutritious than whole milk.
10. Soda and coffee both belong in the junk food group.

Define: Enriched

MATCHING

1. Breads and Cereals
2. Meats
3. Fruits and Vegetables
4. Dairy
5. Cheese
6. Protein
7. Vitamin A
8. Vitamin D
9. Vitamin C
10. Calcium
11. Iron

a. cheese, ice cream, milk are found in this group
b. eggs, nuts, legumes belong to this food group
c. carrots are a good source
d. milk is fortified with ________
e. yogurt helps build strong bones because it contains ________
f. meats contain this to prevent anemia
g. supplied by orange juice
h. a characteristic nutrient of the meat group
i. solid form of milk
j. best to use enriched products in this group
k. supply Vitamin A and C for the body

Pre-Test (Cont.)

In each row of 4 food items below, circle the item that doesn't belong in the group.

1. bread rolls ice cream coffee cake
2. ice cream cheese milk egg
3. fish nuts chicken egg plant
4. collard greens yams carrots yogurt
5. spinach oranges apples cream cheese
6. yogurt candy cheese cottage cheese
7. meat loaf hamburger hot dog french fries
8. cookies potato chips M & M's beef
9. watermelon coke orange juice apricots
10. bagel sausage pork liver

KEY TO PRE-TEST

1. (Any 5 food items)

Meats: liver, hamburger, pork chops, spare ribs, chicken
Breads: white bread, english muffin, rolls, coffee cake, cereal
Fruits and Vegetables: banana, pear, apple, broccoli, spinach
Dairy: milk, ice cream, yogurt, cheese, cottage cheese

2. Whole, skimmed, non-fat dry, evaporated

TRUE AND FALSE

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T

Enriched: the addition of nutrients up to or exceeding original levels to foods when the nutrients have been lost or removed during processing.

MATCHING

1. J
2. B
3. K
4. A
5. I
6. H
7. C
8. D
9. G
10. E
11. F

Item that Doesn't Belong

1. ice cream
2. egg
3. egg plant
4. yogurt
5. cream cheese
6. candy
7. french fries
8. beef
9. coke
10. bagel

BREAD AND CEREAL FOOD GROUP

BREAD IS THE STAFF OF MAN'S EXISTENCE

General Objective: To analyze the contributions made by the bread group to the functioning of the body.

Objectives:
1. To identify foods in the bread and cereal group.
2. To become familiar with nutrients supplied by the bread group.
3. To plan meals to include bread foods into the diet.

CONTENT:

Contributions of the Bread Group:

1. Helps balance diets.
2. Gives a feeling of fullness.
3. Mild but tasty food.
4. Source of starches for energy.
5. Provides B Vitamins for good health.
6. Stretches other foods.

Enriched or whole-grain cereal foods have more vitamins and minerals than those not enriched. Some of these cereal foods are rice, macaroni, noodles, flour, bread and rolls. Four servings of these foods every day give energy for work or play. The body can make better use of breads or cereals if you eat them with milk, cheese, meat or fish.

Materials Needed:

1. How Much Do You Know About Breads?
   American Baker's Association

2. Extension pamphlets - bread food group items
   Comparing Cereal Costs

3. Comparison Cards and Food Models - Dairy Council

Suggested Learning Activities:

1. Fill market basket with bread group food items.
2. Make a list of all foods in the bread and cereal group that may be sold at the supermarket.
3. Construct charts showing price comparison of various bread products (include items such as: frozen products, fresh, mixes, day old items).
4. Prepare meals where bread items have been added to stretch the protein food. (Example: macaroni and cheese).
5. Prepare yeast breads or quick breads.
6. Read and discuss "How Much Do You Know About Bread".
7. Display Comparison Cards and Food Models for various bread group food items.
8. Collect food labels from food items carrying the word "enriched". Read ingredients listed on the package - compare this to packages which have not been enriched. List nutrients added to the enriched bread item.
9. Discuss the economical and health value of purchasing enriched bread products.

COMPARING CEREAL COSTS

Like other products at the market today there are many kinds of cereal from which you can choose. They vary in taste, texture, and price. Your family will surely have its own taste preferences. But you may find some surprises when you check the cost of different kinds of cereal and the same brand packaged in different sizes. Use this worksheet as a guide for comparing costs of those your family uses or would like to try.

1 ounce of cornmeal, oatmeal, farina or ready-to-eat flakes = 1 serving.

$\frac{1}{2}$ ounce of puffed cereal = 1 serving.

READY TO EAT CEREALS:	PER SERVING COST	
	Plain	Presweetened or fruit added
Variety pack of individual boxes	________	________
Regular size box - net wt. _____ ÷ _____ # oz.	________	________
Large size box - net wt. _____ ÷ _____ # oz.	________	________
COOKED CEREAL		
Regular time - net wt. _____ ÷ _____ # oz.	________	________
Quick cook or instant - net wt. _____ ÷ _____ # oz.	________	________
Pack individual serving envelopes	________	________

BREAD COMPARISON WORKSHEET

For as many products as possible, gather the following information:

Size of package
Price per serving
Slices or number of servings
Enriched or not
Price

Consider as many of the following items as possible:

Fresh Bread: all name brands and store brands
Frozen Products: bread dough, cakes, waffles, etc.
Fresh Bakery Goods: breads, cakes, rolls, etc.
Mixes: boxed mix cakes, hot roll mix, cookies, cornbreads, etc.
Stuffings: Stove Top, etc.
Miscellaneous Bread Items: pizza, etc.

ITEM	SIZE	# OF SERVINGS	PRICE	UNIT PRICE

DAIRY FOOD GROUP

General Objective: Analyze the nutritive value and use of milk and milk products in the preparation of foods.

Objectives:
1. To identify foods in the dairy group.
2. To become familiar with nutrients supplied by the dairy group.
3. To plan meals to include dairy foods into the diet.
4. To devise different imaginative ways to serve dairy products.

CONTENT:

Milk, "white magic" is the most nearly perfect food. It can help you balance every meal. It is very important for breakfast. Milk and cheese help build strong bones and teeth in growing children and keep adults' bones strong.

Growing children and pregnant or nursing mothers need the most milk - 3 to 4 cups a day. Other adults need 2 cups each day. You can drink milk or eat it in cooked foods or as cheese.

Milk comes in many forms. You can get dry milk, evaporated milk, fluid milk, buttermilk, cheese and ice cream.

Materials Needed:

Cooperative Extension Service

    Dan and Sue - milk family coloring book
    Charts showing functions and sources of calcium
    Eat Part of Your Milk chart
    Milk Cost Comparison
Meet Molly Moo - Department of Agriculture

Dairy Council

    Milk - Its Nutrient Value
    Dairy Foods Complete Your Daily Meals
    Milk Made the Difference
    The Day Milk Was Turned Off - Film

Additional pamphlets for individual foods are available from Cooperative Extension Service.

Suggested Learning Activities:

1. Prepare recipes calling for milk - use evaporated milk, skim, whole and dry milk. Compare for taste and price.
2. Recall serving numbers needed for various family members.
3. Suggest ways dairy foods may be added to daily diet.
4. Using "Dairy Food Completes Your Daily Meals", suggest dairy foods to balance meals shown.
5. Compile a cookbook for someone who does not like to drink milk. ("How You Eat Part of Your Milk").
6. Read through Dan and Sue - Meet Milk Family.
7. Conduct a cost comparison for milk.
8. Complete exercises in Meet Molly Moo - self-instructional pamphlet.
9. View film "The Day Milk Was Turned Off".
10. Each student should prepare a small cookbook for particular items in the dairy food group. Use the Extension pamphlets for ideas.
11. Compare food comparison cards for various food items in the dairy group - notice calories in comparison to nutrient content.
12. Conduct a cheese tasting party.
13. Prepare some milk drinks from recipes provided by Extension.

COMPARING COSTS OF MILK

Today you can buy milk for your family in many forms - some costing considerably more than others. Check the prices for different forms of milk in your area. Check to see if prices vary when home delivered or purchased in a store. Use this chart as a worksheet. How does the cost of the returnable bottle compare with the carton?

KIND	WHERE	PRICE OF HALF GALLON	
		Returnable Bottle	Carton
1. Fresh whole milk with vitamins added.	Dairy Store		
	Home Delivered		
	Supermarket		
	Other		
2. Fresh whole milk without vitamins added.	Dairy Store		
	Home Delivered		
	Supermarket		
	Other		
3. Fresh skim milk with added vitamins.	Dairy Store		
	Home Delivered		
	Supermarket		
	Other		
4. Low-Fat Milks	Dairy Store		
	Home Delivered		
	Supermarket		
	Other		
5. Fresh Buttermilk	Dairy Store		
	Home Delivered		
	Supermarket		
	Other		

Comparing Costs of Milk (Cont.)

KIND	WHERE	PRICE OF HALF GALLON	
		Returnable Bottle	Carton
6. Evaporated Milk (about 2½ cans, 13 fluid oz. each with an equal amount of water added.)	Dairy Store	________	________
	Home Delivered	________	________
	Supermarket	________	________
	Other	________	________
7. Nonfat Dry Milk reconstituted to make 2 quarts or ½ gallon	Dairy Store	Cost of Package When Re-Constituted Will Make	
	Supermarket	________	________
	Other	________	________

FRUITS AND VEGETABLE GROUP

General Objective: To analyze the nutritional contributions for the fruits and vegetable food group.

Objectives:
1. To identify foods in the fruits and vegetable group.
2. To become familiar with nutrients supplied by the fruits and vegetable food group.
3. To recognize the important role of fruits and vegetables in the daily diet.
4. To plan meals to include fruits and vegetables taking into consideration budget and family preferences.
5. To devise different, imaginative ways to serve vegetables and fruits.

CONTENT:

Fruits and vegetables taste good and add bright color and pleasing texture to meals. All people, children most of all, need citrus fruits, tomatoes, cabbage, and other Vitamin C-rich foods every day. Dark green and deep yellow vegetables have lots of Vitamin A.

You need four or more servings of fruits and vegetables every day to look and feel your best.

Vegetables and fruits can be served many ways. Serve some raw for snacks and in meals.

Materials Needed:

Cooperative Extension Service

Meet Dan and Sue - Friendly Foods Coloring Book
Fruits and Vegetables pamphlets
Vitamin A and C Word Scrambles
Vegmobile
Posters - information for functions and sources of Vitamin A and C

Food Models - Dairy Council
Gussie Goose Introduces the Fruits and Vegetable Group - U.S. Department of Agriculture

Other materials for enriching classroom leasons are available free from Libby Co. and Green Giant Co.

Suggested Learning Activities:

1. Introduce fruits and vegetables through a tasting party.
2. Display fruits and vegetable foods from food models.
3. Collect food packages to represent fruits and vegetable products.
4. Compare nutritive value on labels collected. Specify nutrients common to fruits and vegetable group.
5. Recall Functions of Vitamin A and C.
6. Do shopping comparisons - canned, fresh, frozen and food prices.
7. Prepare fruits and vegetables from canned, fresh, frozen products. Use Extension information pamphlets for recipes and cooking lessons. How do tastes compare. Discuss proper methods of vegetable cookery.
7. List fruits and vegetables one usually includes in his meals. Now list those you'd like to try.
9. List ways to include fruits and vegetables into meals and snacks.
10. Find exciting recipes for fruits and vegetables and prepare them.
11. Read and complete exercises in Gussie Goose - self-instructional pamphlet.
12. Prepare Vegmobile with or for younger children or for babies to look at its bright colors.
13. Complete word scrambles or puzzles for Vitamin A and C.
14. Dan and Sue Coloring Book is a light fun way to learn about fruits and vegetables. It may be used to introduce the unit or as a relaxing time filler during the day.
15. Prepare a bulletin board using characters in Dan and Sue Coloring Book.
16. Prepare a list of seasonal fruits - discuss how this will affect price.

	VITAMIN A	PARTNERS IN VITAMINS A & C	VITAMIN C
SPRING	Carrots $\frac{1}{2}$ cup	Broccoli 1 stalk Greens: Spinach $\frac{1}{2}$ cup Turnip $\frac{1}{2}$ cup Mustard $\frac{1}{2}$ cup Dandelion $\frac{1}{2}$ cup Asparagus $\frac{1}{2}$ cup	Orange 1 medium Grapefruit $\frac{1}{2}$ Strawberries 10 large Cabbage $\frac{1}{2}$ cup Radishes 10 small Potato 1 medium (baked or boiled in skin)
SUMMER	Carrots $\frac{1}{2}$ cup Apricot 2 to 3 medium Peach 1 medium Nectarine 1 medium	Watermelon 1 slice 6" x $1\frac{1}{2}$" Cantaloupe $\frac{1}{4}$ Tomato 1 medium Greens: Spinach $\frac{1}{2}$ cup Turnip $\frac{1}{2}$ cup Mustard $\frac{1}{2}$ cup Green pepper	Strawberries 10 large Elderberries 2/3 cup Honeydew melon 2" piece Gooseberries 2/3 cup Blackberries 2/3 cup Radishes 10 small Raspberries 2/3 cup Loganberries 2/3 cup Potato 1 medium (baked or boiled in skin) Chili pepper
FALL	Carrots $\frac{1}{2}$ cup Squash, yellow $\frac{1}{2}$ cup Peach 1 medium Nectarine 1 medium	Broccoli 1 stalk Brussel Sprouts 6 to 7 Watermelon 1 slice 6" x $1\frac{1}{2}$" Cantaloupe $\frac{1}{4}$ Greens: Spinach $\frac{1}{2}$ cup Green pepper Sweet potato 1 small	Orange 1 medium Cauliflower 7/8 cup Grapefruit $\frac{1}{2}$ Honeydew melon 2" piece Cabbage $\frac{1}{2}$ cup Rutabaga $\frac{1}{2}$ cup Potato 1 medium (baked or boiled in skin) Chili pepper

	VITAMIN A	PARTNERS IN VITAMINS A & C	VITAMIN C
WINTER	Carrots ½ cup Squash ½ cup	Broccoli 1 stalk Brussel Sprouts 6 to 7	Orange 1 medium Grapefruit ½ Cabbage ½ cup Tangerine 1 large Rutabaga ½ cup Potato 1 medium (baked or boiled in skin) Chili pepper

VITAMIN A VOCABULARY

Vitamin A helps keep these parts of the body healthy:

___ K I ___

___ O ___ T H

___ Y ___ S

___ ___ G ___ S T ___ V E   T R ___ ___ ___

Unscramble the letters for foods rich in Vitamin A:

VERIL ___ ___ ___ ___ ___

HEECSE ___ ___ ___ ___ ___

ROTACRS ___ ___ ___ ___ ___ ___ ___

WERTIN AQUSHS ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

PICHANS ___ ___ ___ ___ ___ ___ ___

GNESER ___ ___ ___ ___ ___ ___

MAOTTOES ___ ___ ___ ___ ___ ___ ___ ___

COCROLIB ___ ___ ___ ___ ___ ___ ___ ___

VITAMIN C WORD SCRAMBLE

The names of several vitamin C-rich fruits and vegetables are hidden in this word scramble. See how many you can find. Use the clues to help you.

B	T	L	O	S	K	L	Q	P	M	O	T	T
R	S	B	L	T	A	E	I	E	Z	R	P	A
O	C	A	Z	R	P	M	G	P	M	A	A	N
C	A	N	T	A	L	O	U	P	E	N	P	G
C	U	A	O	W	I	N	A	E	L	G	A	E
O	L	N	M	B	W	R	V	R	O	E	Y	R
L	I	A	A	E	Y	O	A	S	N	T	A	I
I	F	F	T	R	C	A	B	B	A	G	E	N
S	L	I	O	R	M	P	O	T	A	T	O	E
Z	O	E	P	Y	G	A	V	O	C	A	D	O
M	W	A	T	E	R	M	E	L	O	N	F	L
I	E	P	I	N	E	A	P	P	L	E	Q	L
G	R	A	P	E	F	R	U	I	T	M	R	E

ACROSS

Watermelon
Cantaloupe
Potato
Grapefruit
Avocado
Cabbage
Pineapple

DOWN

Orange
Lemon
Banana
Melon
Peppers
Guava

Papaya
Strawberry
Broccoli
Tangerine
Tomato
Cauliflower

MEET THE MEAT GROUP !

And Keep the Beat !

(Snap your fingers, clap, or jump rope on each underlined part.)

Beef, fish, pork and dried peas,
Chicken and turkey, if you please;
Peanut butter, rabbit, dried beans, and eggs,
Iron and proteins for strong arms and legs.
Iron for your muscles, iron for your blood
Iron to get energy from your food
Proteins build muscles, bones, and hair,
Proteins for energy or repair.

MEAT GROUP

General Objective: To analyze the meat group for its nutritional value to the body while exploring ways to include protein in diets with limited income.

Objectives:
1. To identify foods included in the meat group.
2. To recognize nutrients supplied by the meat group.
3. To explore the prices of various cuts of meat.
4. To investigate the possible use of other protein foods.
5. To define meat extender.
6. To become acquainted with proper means of protein cookery to make the best use for the particular cut of meat.

CONTENT:

Functions and sources of the meat group are summed up by the following verse:

Beef, fish, pork and dried peas,
Chicken and turkey, if you please;
Peanut butter, rabbit, dried beans and eggs,
Iron and proteins for strong arms and legs.
Iron for your muscles, iron for your blood
Iron to get energy from your food
Proteins build muscles, bones and hair,
Proteins for energy or repair.

Materials Needed:

1. Food Models
2. Protein Meat Charts from Cooperative Extension
3. Many pamphlets describing various protein foods, how to cook them, and recipes
4. Protein Word Scramble
5. Cost Comparison Worksheet - check

Suggested Learning Activities:

1. Select food models for the meat group.

2. Study the nutrition information for these foods. What nutrients are in common.
3. Cost comparison of cuts of meat. Record cost per pound of various cuts of beef. Then compare their nutritional values.
4. Suggest low-cost recipes for protein.
5. Define a meat extender - find examples of meat extenders in the store. Record prices.
6. Prepare a variety of protein foods including meat extenders. Have a tasting party.
7. Discuss principles of protein cookery. Prepare a low-cost cut of meat so it is appealing and tasty.
8. Assign each student a protein food. Ask the student to prepare a small recipe booklet with low-cost recipes for her particular food item. Example: recipes for hamburger, tuna, chicken, chuck steaks, shoulder blade pork chops, sausage (use Extension pamphlets for individual foods).
9. Complete Protein Word Scramble.
10. Examine charts of different cuts of meat and identify the most expensive cuts, most tender cuts, tougher cuts, less expensive cuts of beef, pork and veal.
11. Demonstrate various cooking methods: fry, broil, braise, roast, etc.
12. Prepare poultry and fish in a variety of cooking methods.
13. Iron is an important nutrient, especially during pregnancy. List foods which are rich in iron. Discuss ways to include more of these foods in the daily diet.
14. Prepare a tasting party for iron-rich foods (liver, meats, dried beans and peas, leafy green vegetables, prunes, raisins, dried apricots).
15. Discuss pamphlet Iron Rich Food from the Oregon State Health Department.
16. Create a cookie recipe that is rich in iron. Have a tasting contest for the cookies prepared.

17. Follow suggestions given on pages 33-35 of Illinois Teacher for Learning about iron by Elizabeth Skaggs.

18. Discuss the importance of folic acid in the diet, especially during pregnancy to prevent anemia. Prepare food sources of folic acid for a tasting party - liver, kidney, green leafy vegetables, legumes, nuts and whole grain cereals.

19. Prepare and evaluate any of the following protein substitute burgers. Add 3 cups of any of the following products:

    bread crumbs and nuts
    cheese
    cottage cheese
    garbanzo beans
    lentils
    soy protein
    gluten products

    Add to: ½ cup chopped onion
    4-5 eggs
    1 teaspoon thyme, sage or other savory herb
    1 teaspoon salt
    ½ teaspoon monosodium glutamate

    Drop by spoonful into hot oil. Brown.

THE FIGHT ANEMIA COOKY CONTEST

This simulation of the nation-wide recipe contests was suggested as a follow-up or "assignment" after a "lesson" on iron. The idea is for each student (or pair or team) to create (or adapt) a cooky recipe that is rich in iron, try it out at home or in the lab, and present it to the class for tasting and judging. Certain limitations may be placed on the recipe if desired, e.g., caloric value or cost. The creator certainly ought to consider it palatable! Criteria for judging may be set up, score sheets provided, and certificates presented to winners. Photographs for the school paper might be encouraged.

The lesson preceding this assignment was planned by a workshop member.

LET'S LEARN ABOUT IRON

Elizabeth Skaggs

Objectives:

1. To help students become aware of the body's needs for iron and the amounts.
2. To alert the students to the periods in the life cycle when the need for iron is greatest.
3. To help students become aware of some of the iron deficiency symptoms.
4. To discover which foods are needed in order to have an adequate supply of iron.

Content:

1. Iron is needed in the body in small amounts for tissue functioning, for storage and the making of hemoglobin.
2. On the average the body uses about 10% of the iron in foods.

3. Iron is "recycled" in the body.

4. Nutritional anemia can be caused by lack of iron in the diet or great losses of blood.

5. Some anemia symptoms are: paleness, weakness, shortness of breath, lack of appetite, etc.

6. Meats (especially liver), prunes, sweet potatoes, tomato juice, green leafy vegetables, eggs, and enriched cereals are good sources of iron.

Techniques:

1. Put up bulletin board, "Let Iron Lift You to Good Health," before class time.

2. Students start working on the "Pre-test" sheet as soon as they come into the room. (Use text as needed.)

3. Provide correct answers for pre-test and discuss, adding information as needed to answer questions from students.

4. Divide class into 6 groups and give each an envelope of food models or pictures of foods. Without reference each group selects 14 foods and then calculates the per cent of Iron RDA they provide. They list the foods which are especially high in iron. Student-group with highest iron score may pass the dried apricots, raisins, or prunes for class snack. Discuss the foods high in iron content.

Evaluation:

Repeat pre-test a week later.

Have students write a paragraph or two a month later on "How I Have Increased My Intake of Iron" or "How I am fighting Anemia by Eating More Iron."

PRE-TEST TO GENERATE CURIOSITY ABOUT IRON

Key	True or false
+	1. Iron is one of the 2 nutrients most often short in American diets.
+	2. The danger of anyone's getting an excess of iron in enriched foods is very slight.
+	3. In the human body, iron is found mainly in the blood.
+	4. Iron is needed for the formation of hemoglobin for red blood cells.
0	5. Red blood cells carry food to all body cells.
+	6. Iron is stored in the liver, bone marrow and spleen.
+	7. Growing boys and girls, including adolescents, need extra amounts of iron.
+	8. Women need extra amounts of iron during pregnancy.
+	9. Babies are born with enough iron to last 3-6 months.
0	10. Milk is a good source of iron.
+	11. Donating blood may cause temporary anemia if iron stores are low.
+	12. Iron is recycled in the body.
0	13. Men need more iron than women.
+	14. People with anemia usually have symptoms like paleness, tiredness, weakness, shortness of breath, poor appetite, and slowed-up vital functions.
+	15. On the average the body can use about 10% of the iron in foods.
+	16. The body's need for iron increases when bleeding occurs.
0	17. Older women need more iron than young women.
+	18. Vitamin C helps the body to use iron.
+	19. Copper helps the body use iron.
	20. Arrange the following foods in order of their iron content placing first the one highest in iron:
7	1 egg
2	3/4 cup dry beans
15	1 cup whole milk
13	1 apple
10	1 banana
8	1/2 cup tomato juice
1	2 oz. liver
3	3 oz. beef pot roast
11	2 T. peanut butter
6	5 prunes with juice
4	1/2 cup spinach
5	1/2 cup dried stewed apricots
9	1 sweet potato
12	2 slices bacon
16	1 T. Butter
14	1/2 cup orange juice

21. Arrange these food groups in order of their iron content placing first the one highest in iron:

1 meats, eggs, and legumes (dry beans, peas, peanuts)
2 dried fruits
3 green vegetables
4 bread and cereals
5 milk and cheese
6 sweets and oils

IRON CONTENT OF CEREALS *

EXCELLENT Sources:

Cream of Wheat	
Malt-O-Meal	
Total	
Post Bran Flakes	Sugar is the third ingredient listed on the label.
Post Raisin Bran	
Buc Wheats	
Product 19	Sugar is the second ingredient listed on the label.
Fortified Oat Flakes	

VERY GOOD Sources:

Maypo	
Concentrate	
Wheat Chex	
Kellogg's Raisin Bran	
Special K	Sugar is the third ingredient listed on the label.
Kix	
Cheerios	
Wheaties	

*We have not listed the cereals where sugar is listed as the first ingredient on the label because this indicates a higher sugar content than is desirable for good nutrition.

This may not be a complete list because new products are constantly being marketed. Be sure to read the label on the cereals you buy. Note iron content and avoid the products where sugar is listed as the first ingredient.

IRON RICH FOODS

You're likely to have an iron shortage if you are:

1. An Infant
2. A Young Child
3. A Woman Under Age 45
4. Pregnant
5. A Sick Person (after repeated diarrhea, infections, loss of blood)

EXCELLENT Sources - Provide 40% of a woman's need and 75% of a child's daily needs.

Kidney
Liver
Some Cereals
Oysters
Prune Juice

VERY GOOD Sources - Provide 22% of a woman's need and 40% of a child's daily needs.

Heart
Liverwurst
Watermelon
Turkey
Beef
Pork
Clams
Some Cereals

GOOD Sources - Provide 15% of a woman's need and 25% of a child's daily needs.

Dried Beans (kidney, lima, pinto)
Asparagus (canned)
Dried Prunes
Wheat Germ
Chicken
Large Shrimp

FAIR Sources - Provide 8% of a woman's need and 15% of a child's daily needs.

Dried Apricots
Banana
Brussels Sprouts
Peas
Canned Plums
Whole Wheat Bread
Enriched White Bread
Enriched Pasta
Fish
Nuts
Peanut Butter
Green Beans (canned)
Greens (spinach, beet, mustard, turnip, chard)
Cocoa
Oatmeal
Corn Tortilla
Egg Yolk
Dark Molasses
Lentils
Gorbanzo Beans
Pickles
Tomato Juice

Fair Sources (Cont.)

Raisins	Berries
Dates	Figs

OTHER Foods contain smaller amounts of iron.

IRON RICH BLOOD = IRON RICH FOODS PLUS ESSENTIAL NUTRIENTS FOUND IN A GOOD BALANCED DIET.

CHOOSING - CHUCK

Chuck beef comes in a variety of cuts in most retail food markets. Chuck may be sold as ground, bone-in, boneless, and as chuck steak.

	Cost per lb.	Number of Servings	Cost per Serving
Ground Chuck (4 servings per pound)	________	________	________
Bone-in Chuck (Blade 10-12 oz. per serving) (Arm 6-8 oz. per serving)	________	________	________
Boneless Chuck (3 servings per pound)	________	________	________
Chuck Steak (bone in) (Blade 10-12 oz. per serving)	________	________	________
Chuck Steak (boneless) (3 servings per lb.)	________	________	________

(Amount of serving per pound will vary according to fat content and size of bone.)

PROTEIN WORD SCRAMBLE

The names of 25 different protein foods are hidden in this puzzle. Look for them across and down. How many can you find?

S	T	C	H	E	D	D	A	R	M	O	P
P	O	R	K	A	R	R	C	O	I	L	P
L	I	V	E	R	O	I	T	C	L	A	M
I	M	A	O	K	Z	E	L	O	K	M	S
T	O	N	A	T	S	D	T	T	N	B	A
P	E	A	N	U	T	B	U	T	T	E	R
E	C	N	A	N	E	E	R	A	P	V	D
A	O	F	T	A	A	A	K	G	A	E	I
S	D	Y	Z	C	K	N	E	E	N	A	N
F	R	A	N	K	S	S	Y	C	T	L	E
B	O	L	O	G	N	A	Z	H	A	M	S
S	A	U	S	A	G	E	B	E	E	F	E
H	A	D	D	O	C	K	A	E	G	G	S
O	C	H	I	C	K	E	N	S	O	S	W
Y	O	G	U	R	T	I	K	E	H	A	T

ACROSS

Cheddar
Pork
Peanut Butter
Franks
Bologna
Haddock
Chicken

Eggs
Liver
Ham
Yogurt
Beef
Sausage
Clam

DOWN

Split Peas
Dried Beans
Cottage Cheese
Turkey
Steak
Veal

Lamb
Tuna
Cod
Milk
Sardines

EATING HABITS

IV. General Objective: To analyze reasoning behind eating habits and food preferences.

Objectives: 4.1 To identify causes for eating habits and food preferences.
4.2 To examine means for changing food habits.

CONTENT:

Food habits are deep-seated. They reflect social, economic, cultural and religious backgrounds. Emotional feelings may also be associated with these factors. Consideration must be given to these factors in planning meals.

Influences on food habits:

1. How much money one can spend on food.
2. The country a family comes from.
3. The part of the United States they live in.
4. Their religion.
5. Their family background.
6. The way the mother cooks and serves food.
7. The family's feelings about food.
8. Fads and superstitions.
9. How much one knows about nutrition.

Materials Needed:

Recommended (option) food - a super-natural resource kit
Dairy Council

Suggested Learning Activities:

1. Define a food habit.

2. List reasons why people eat food.

3. List your favorite foods and another list of foods you would like to try.

4. Keep track of foods eaten for one week. Determine why each choice was made. What has the strongest influence on your food choices? Also, do some of your choices need changing?
5. Discuss how schedule affects food habits and give examples.
6. Keep a record of food eaten for two days. Record when you eat it, what it was, where you ate it, and time it took to eat.
7. Prepare a bulletin board displaying pictures of food being used for various purposes. Examples: religious, social, traditional, emotional.
8. Conduct a series of mini-experiments to show how the five senses help to determine the taste of food. Observe the reactions of people to certain foods with and without the benefit of each of the senses. For example: blindfold a person, feed him scrambled eggs with green food coloring added. Record reactions: conclusions.
9. Trace steps in how a baby develops food habits (baby cried when hungry - associated food with security and comfort). Suggest ways a mother may improve the child's eating habits.
10. Given a list of essential foods (balanced meal), list alternative foods to replace these to accommodate for food preferences.
11. Make a list of foods associated with masculinity and femininity.
12. Survey food preferences of people in your community. What did you find? Are there some foods which everyone likes or dislikes? Are the foods preferred nutritional? How can they be improved?
13. List items which could possibly be potential food but are not thought of as food in this culture. Discuss foods from other cultures. Compare us and another culture. What do we, in the United States, eat that another culture does not consider for food?
14. Case studies of regional food habits.
15. List food items that your families have eaten recently that are new to them. Count the number of new foods eaten in the last week. Discuss factors which affect people's willingness to try new foods.
16. Select some new foods that your family has not tried. How can they be prepared to appear more appetizing?
17. Have a tasting party to introduce new foods or new ways of preparing foods.
18. List several reasons why food habits are difficult to change.

EATING HABITS PRE-TEST

List as many reasons you can think of why people eat.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

(keep going if you can list more)

Name your favorite foods:

Are there any foods you've never had that you'd like to try?

FOOD RECORD

Make a list like this for every day of the week.

MONDAY	FOOD	TIME EATEN	WHERE	WITH WHO	HOW LONG SPENT EATING

Can you remember why you chose these foods to eat?

What influences your food choices? Was it the only thing in the refrigerator?

Was it already prepared for you?

Did someone else buy it for you?

What made you choose to eat that food?

What snacks did you choose?

Were these nutritious snacks?

If not, what could you have had instead?

BALANCED MEALS WITH GREAT VARIETY

Here is a balanced meal. Suppose you didn't like these FOOD choices. Replace at least ten of the food items with alternative food choices.

MENU	ALTERNATIVE MENU
BREAKFAST	
poached egg	
english muffins	
orange slices	
milk	
LUNCH	
cottage cheese with peaches	
roll	
spinach	
milk	
DINNER	
baked chicken	
baked potato	
creamed corn	
squash	
chocolate cake	
milk	

FOOD PREFERENCE SURVEY

Take a survey of people in your community - friends, parents and neighbors. Ask them to order the 20 foods below according to the ones they like best. Number one should be the food they like the best. Number two the food they like next to the best and number 20 should be the food item they least like.

______ beef (steak)
______ bread
______ collard greens
______ potato chips
______ apricots
______ milk shake
______ chicken
______ oranges
______ yams
______ ice cream

______ milk
______ candy bar
______ banana
______ fish
______ peanut butter
______ hamburg
______ spinach
______ soda
______ liver
______ orange juice

Ask them to name their favorite foods:

CASE STUDY WORKSHEET

CASE A. Mrs. Dickson is a widow and works as a secretary to support her five children, ages five to sixteen. She must be away from home five days a week from eight in the morning until five in the evening. She does her food shopping Friday night in a large shopping center. She lives in the Midwestern United States. She has limited time and income to spend on food for the family. Her older children can help with the cooking, and the younger children can do the simple jobs. There is little money for entertaining, but there is just enough to meet basic food needs.

GOAL: to feed six people of different ages and have each be well nourished.

CASE B. Jane, age fourteen, could be a beautiful girl if it weren't for her skin. She went to the doctor for help with her acne, and was told she must be careful of her diet and her grooming habits. She doesn't like fruits or vegetables. Her mother complains about the amount of candy that she eats as well as the quantity of sugar and cream that she puts on her cereal in the morning.

GOAL: to have a clearer complexion.

CASE C. Mr. and Mrs. Chi Fu live in one of the developing countries in Asia. They have three children, ages two, three, and five. Two other children have died of malnutrition. There is very little food to eat in their part of the country. Sometimes they are lucky to find garbage to eat. One day they did find some meat but could not eat it because their religious beliefs forbid the eating of meat. All the family members are malnourished. They have few living conveniences and no money. They are willing to accept help from the United Nations worker.

GOAL: to get enough food to stay alive.

CASE D. Mary, age fifteen, is expecting a baby in four months. She lives with an aunt. She tries to do the cooking as her share of the home responsibilities. The aunt goes to work to earn a limited income and does the food shopping on the way home from work each day. Mary is not too skilled at cooking but is willing to learn. She spends her spare time sewing for the new baby.

GOAL: to have a healthy baby and to do a good job of cooking for her aunt.

REGIONAL FOOD PATTERNS IN THE UNITED STATES *

REGION	ETHNIC INFLUENCE	CHARACTERISTIC TRADITIONAL FOOD	AGRICULTURAL FOOD PRODUCTS
North Central	French, Dutch German, Swiss, English, Italian, Scandinavian, Balkan, Irish	cherry pie, Cornish pastries (meat pies), blueberry pie and other dishes, peaches, apples, characteristic dishes of the area's ethnic groups	corn, wheat, dairy products, cherries, peaches, apples, blueberries, grapes, meat, fish, beans
South	English (Piedmont area), Scotch, Irish, French (New Orleans area), Spanish (Florida area), Afro-American	hot breads such as cornbread, biscuits, spoon bread; corn fritters, corn pone, hominy grits, black eyed peas, leafy green vegetables (turnip tops, mustard greens, collards, cabbage) cooked with salt pork, sweet potatoes, and yams; southern fried chicken; fish such as red snapper, Maryland crab, shrimp; ham, Creole cookery (Spanish and French)	rice, pecans, pork chicken, corn, sweet potatoes and yams, citrus fruits
New England and Middle Atlantic	English, Scotch, Irish, German (Pennsylvania Dutch), Swedish, French, Dutch, Spanish, others	soups, clam chowder, fish and shellfish, dried codfish, corned beef, New England boiled dinner, Boston baked beans, simple steamed puddings, cobblers and pies, Pennsylvania Dutch dishes	fish: haddock, red fish, flounder, sole, cod, whiting, pollock, hake, oyster, clam; root vegetables, berries

REGION	ETHNIC INFLUENCE	CHARACTERISTIC TRADITIONAL FOOD	AGRICULTURAL FOOD PRODUCTS
West	Indian, Spanish, Mexican (Southwest); Chinese, Japanese, Filipinos, Hawaiians (Mid-Pacific)	tortillas, tamales, pinto beans, chili, corn, fish and shellfish (salmon, crab, lobster), tomatoes, chili peppers, green peppers, avocados, artichokes, salads, fresh vegetables, citrus fruits, ripe olives, barbecued beef and poultry, sourdough bread	beef, wheat, rice, citrus fruits, dates, apples, peaches, pears, plums, fish, shellfish

*From CHANGING FOOD HABITS by Anita Dean, Extension Bulletin 613, Home and Family Series, June 1968, Cooperative Extension Service, Michigan State University.

COMPARISON OF SCANDINAVIAN AND ORIENTAL FOODS *

COUNTRY	STARCHES	PROTEIN	VITAMIN A	VITAMIN C	CALCIUM
Japan	rice, noodles, some barley, oats, rye	fish, beef, soybean products, soybean curd, eggs when available	fish, pickled vegetables	citrus fruits (tangerines), Nasi (similar to pear & apple), bean sprouts	fish bones, seaweed, soy beans, milk when available
China	rice, noodles, some wheat, corn, millet seed	pork, fish, lamb, goats, shellfish fowl (duck), soybeans, eggs, legumes	sweet potato, carrots, green leafy vegetables	cabbage	green leafy vegetables
Sweden	wheat, potatoes, rice, oats, rye	fish, meat (veal, reindeer), dried yellow peas	whole milk, cream, butter, fish, liver, custards, egg yolk, cheese	strawberries, wild berries, potatoes with skins, turnips, greens in season, cabbage, rose hips	milk, clabbered milk cheese, cream sauces, cream soups, small fish
Denmark	barley, oats, rye, wheat	codfish, meat (lamb), fish pudding, poultry, cheese, eggs, yellow peas	whole milk, butter, cheese, cream, egg yolk, carrots, liver, fish	potatoes, cabbage, berries	milk, clabbered milk with sugar and cinnamon, cheese, small fish

*From CHANGING FOOD HABITS by Anita Dean, Extension Bulletin 613, Home and Family Series, June 1968, Cooperative Extension Service, Michigan State University.

CASESTUDY WORKSHEET

Using the information given in the charts, plan menus for each of the following people. Some additional information related to individual needs is given in each case.

CASE A. Pregnant Sweedish-American girl living in the Middle Atlantic Region: Increase milk to three cups daily; use foods not overly rich; maintain a balanced diet; include cheese, milk desserts, various fruits and vegetables, and iron-rich foods.

CASE B. Overweight teenager living in the Northern United States: Include well-liked foods; include foods from all the food groups for meals and snacks; recommend small servings of low-calorie foods; avoid sauces, gravies, and dressings; use skim milk rather than whole milk; choose fruit for dessert; choose low-starch vegetables; bake, boil, or broil rather than fry foods.

CASE C. Poor Chinese family living in the Western United States with limited cooking facilities and no refrigerator: Use simple menus; include foods which require no cooking; include canned foods and dry storage items.

CASE D. Scandinavian family living in the North Central United States with a limited amount of time for meal preparation: Include foods requiring little preparation time or attention; use low-cost convenience foods which are partially prepared; prepare foods in advance; limit number of foods served.

VALUE CLARIFICATION WORKSHEET

The Importance of Food Habits

Opinions about food determine many food choices. Look at the list below. Each phrase represents a factor that influences which foods people buy or eat. Rank the phrases from 1 to 10 (1 = most important and 10 = least important) to indicate which factors influence your buying or eating habits the most.

Factors

_____ delicious
_____ a good bargain
_____ nutritious
_____ easy to serve
_____ part of a religious tradition

_____ a family favorite
_____ clean and safe
_____ caloric content
_____ new and unusual
_____ liked by people of my nationality

Use the back of this sheet to jot down the changes you think you'll make in your opinions about buying or eating food if you:

--are 50 pounds overweight by the time you're 30 years old?
--get married and have children?
--plan meals for an elderly relative?
--join a group which plans to save food to send to Asia or Africa to relieve the starvation there?

Now underline those factors which might influence the buying habits of the following persons. The first one has been completed for you to give you an idea of how the others should be done.

1. Cindy Brown, a widow with two small children, is currently using food stamps to increase her buying power.

2. Bill Steiner, an accountant, works in an office at home while his wife teaches. Though he doesn't have much time, Bill enjoys shopping and cooking the meals during the week.

3. Helen Rothman, an orthodox Jew, keeps a kosher home for her family of five. Helen is always on the go, yet finds time to entertain often.

4. Margaret Williams is an elderly diabetic patient who lives in a low-income housing project.

5. Harry Miller is a truck driver with a history of heart trouble. He needs good, hearty food to keep him going for long stretches on the road, but he has been told by his doctor to lose forty pounds.

6. Vickie Minor, sixteen years old, prepares supper for her five brothers and sisters because her mother works. Though her time and money are limited, she is very concerned that the family be fed nutritious meals.

Which of these foods might be on the shopping lists of the people described above? Why? Use the back of this sheet to answer.

- eggs
- potato chips
- TV dinner
- bread
- milk
- fruit
- frozen broccoli
- diet soda
- caviar
- brownie mix
- bacon
- pie

I CAN DO THIS TOO!

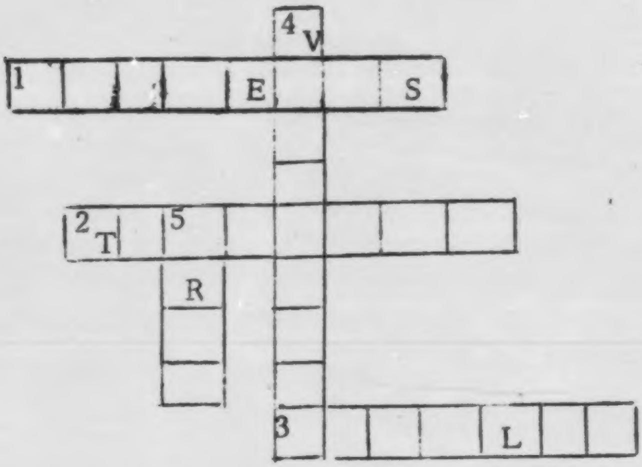
I Can Name Some Nutrients.

ACROSS

1. Nutrients in meat and milk that help build your body.
2. A vitamin from the Bread and Cereal Group that helps your body get energy from food.
3. A nutrient in milk that helps make teeth and bones hard.

DOWN

4. A nutrient in some fruits and vegetables that helps heal cuts.
5. A mineral that helps your body use energy from food.



I Can Make These Snacks!

Wouldn't you like to show this page to your family?

PUT YOURSELF IN THEIR SHOES *

The situations below are some in which teenagers could sooner or later find themselves. In each situation there are several possible courses of action. Choose the one you would follow if you were in the situation. Indicate your choice giving your reasons for it.

1. You have a sister several years younger than yourself. One day your sister decides to cook dinner for the family. She plans the menu and prepares all the food herself. Dinner is late and you are very hungry. You find that the mashed potatoes are cold, the gravy lumpy, the peas so undercooked that they are almost hard, and the meat burned. For dessert there is pudding, but it is lumpy and she forgot the vanilla. You taste everything, but nothing is very good. In fact, it is all pretty bad. What do you do?

    _____a. Excuse yourself, go to the kitchen, and make yourself a sandwich.
    _____b. Leave the table early and go the local hamburger shop to get something to eat.
    _____c. Eat the dinner, telling your sister how terrible and hopeless it is so she won't try this again.
    _____d. Stay and eat what you can, but when she asks you how it is point out what is wrong with the food so she can learn from her mistakes.
    _____e. Take small portions and eat them; get something to eat at the hamburger shop later if you want, but don't tell her about it.

2. You are on a student exchange program in a country in South Asia. You attend a reception given to honor you and several other Americans. You are served tea and are passed plates of food. A student from your host country offers you a tray containing slices of mango (a tropical fruit like a melon), peeled and carefully arranged. Because Americans are not resistant to many diseases carried by microorganisms common to this part of the world, you have been warned not to eat raw fruit unless you have peeled it yourself in a special way so as not to touch the fruit itself. If you eat the mango, you run the risk of becoming ill. On the other hand, you don't want to hurt your host's feelings. You try saying "no thank you" but your host insists that you should try the mango, which is "delicious on a hot summer day." What do you do?

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*Food for What
Nutrition for Teenagers
New York Extension Publications

_____a. Take a piece of mango, eat it, and hope that you won't get sick.
_____b. Explain to him that you can't eat it because you might get sick.
_____c. Continue to refuse, but don't tell him why.
_____d. Take a piece, but don't eat it. Drink your tea, and when an appropriate moment comes along, slip the fruit into your purse (if you are a girl) or in your jacket pocket (if you are a boy).
_____e. Take a piece, but leave it on your plate and don't eat it.

3. You have just moved into an apartment after taking a job or enrolling in college. You have a new roommate whom you have just met. You decide to go shopping for groceries for the week. You are used to meat, potatoes, and cooked vegetables for dinner. Your new roommate likes pasta, tomato sauce, garlic, sausage, and salads. You don't think you care much for highly-spiced foods and your roommate thinks your idea of dinners is terribly dull and bland. What do you do?

_____a. Each shop and cook separately so you won't have to eat food you don't like.
_____b. Compromise by buying groceries for a few meals according to what you want, a few according to what your roommate wants, and a few foods that you know you both like, such as hot dogs and hamburgers.
_____c. Compromise by excluding both of your dislikes and get only those foods you both know you like.

4. You are visiting a friend's house and are asked to stay to dinner. On the table is a vegetable you have neither seen nor eaten before. You don't know what it is and, of course, you don't know whether you will like it. What do you do?

_____a. Pass it by and don't say anything, so you won't have to leave any on your plate in case you don't like it.
_____b. Take a good-sized helping. Pretend to like it even if you don't.
_____c. Take some, but don't ask what it is since that would show your ignorance.
_____d. Take a small helping so you can try it. If you like it, ask for more.

WHAT ARE SOME OF YOUR OWN FOOD HABITS? *

There are no right or wrong answers to this section. Filling it out, however, will give you a quick picture of some of your own food habits. If you think you don't have any, you'll be surprised! Each of us has his own pattern of food habits.

Food Likes and Dislikes

We all have food likes and dislikes. List your favorite food or foods and also any food or foods which you dislike. Then try to figure out possible reasons why you like or don't like that food. For instance, you might like a food because your mother cooks it unusually well, or because it brings back a happy memory, or because it has a flavor or texture (e.g. sweet or smooth) which you especially enjoy. You might have learned to dislike a food because it reminds you of an unpleasant experience, or because you don't like a particular flavor or texture, or some other reason.

My Favorite Food(s)	Why?

Foods I Dislike	Why?

No doubt you thought of several favorite foods. There is, of course, considerable variation among people in the number of foods we dislike. Do you think you have more or fewer food dislikes than most teenagers? _____ Do you think that most teenagers would list more or fewer dislikes than most adults? _____

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*Food For What
Nutrition for Teenagers
New York Extension Publication

Foods for Specific Times of the Day

Most of us have definite ideas about what foods are appropriate for a certain meal during the day. List foods you think are appropriate or inappropriate for each of the occasions listed below.

	Foods I would want	Foods I wouldn't want
Breakfast		
Lunch		
Dinner		
After-School Snack		
Late-Evening Snack		
Party		

Do you think the list of foods you wouldn't want is longer or shorter than a similar list would be if filled out by your parent or another adult? _____ What do you think is the significance of this?

New Foods

Can you remember the last time you tried a food you had never eaten before? What were the circumstances?

What was the food? ______________________________

Did you like it? ______________________________

What is your usual reaction when confronted with a new, unfamiliar food?

_____a. Won't try it.
_____b. Suspicious, but sometimes taste it.
_____c. Indifferent, but usually taste it.
_____d. Interested; usually taste it.
_____e. Try it no matter what it is or how it looks.

Your usual reaction, remember, is one of your habits! Few people could honestly check e, and it might not be a good thing if any of us did! If you checked d, congratulate yourself. If you checked a or b, you're in the habit of saying no - but a habit can be changed.

Questions for Further Study and Discussion

1. What people and institutions do you think influence your food habits?

2. Choose a country and discover all you can about the food habits of its people.

3. Choose a religion and find out all you can about the role of food in its ritual and beliefs.

4. Do you think marriage usually results in a broadening or a narrowing of the two individuals' food habits?

FORTIFIED AND ENGINEERED FOODS

V. General Objective: To discover the nutritional benefits that may be received through technology in foods.

Objectives:
5.1 to define enrichment, fortification and engineered foods
5.2 to state reasons why nutrients are added to foods
5.3 to evaluate the use of vitamin supplementation

CONTENT:

The nutrient content of food can be altered by processing. Enrichment and fortification are two ways of improving the nutrient content of processed foods. Enrichment is the addition of nutrients up to or exceeding original levels to foods when the nutrients have been lost or removed during processing. Fortification is the addition to a food of a nutrient not normally present - such as Vitamin D to milk.

Engineered foods are complex mixtures of ingredients which may or may not resemble existing foods. The nutritional value of these foods is stated on the package; however, the nutrient composition may not follow the profile of a specific food group.

Key to Pre-Test

1. Content area

2. enriched: breads, flour
   fortified: cereals (Product 19 or Total), milk
   engineered: Breakfast Squares

Suggested Learning Activities:

1. Collect food packages from fortified foods, etc. Construct nutrient graphs for contents of foods.

2. Using provided comparison sheet, shop for items listed - record nutrient information and price.

3. Separate food packages collected into 3 groups: enriched, fortified, and engineered. Explain what differentiates each.

4. Compare the nutrient graph of the engineered foods with those that you would expect the product to resemble. What nutrients are added? Are there any missing?

5. Plan a menu for a person who eats Breakfast Squares in the morning so they still have 1% RDA. Compare caloric intake, energy, price and taste to someone who has eaten a conventional breakfast.

6. Visit supermarkets in your neighborhood. Find 5 examples of each process. Compare nutrient value of items: (1) an enriched brand and an unenriched brand, (2) a fortified brand and an unfortified brand of the same food (cereal).

7. Prepare a bulletin board comparing unenriched bread to enriched bread. List nutrients added: riboflavin, thiamine, niacine, iron (protein and calcium). "Enrichment means extra nutrition without extra calories."

8. Visit the supermarket. Record all items that contain the words enriched, fortified on them.

9. Debate the need for vitamin supplementation. Recall % of RDA obtained from balanced diet based on Basic Four Food Groups. Suggest times when fortified, engineered foods and vitamin supplements would be advisable.

PRE-TEST - FORTIFIED, ENGINEERED, AND ENRICHED FOODS

1. Define:

   Enriched:

   Engineered:

   Fortified:

2. Name:

   2 enriched products:

   2 fortified products:

   1 engineered product:

Choose one type of product (enriched, fortified or engineered). Give an example of a person who would benefit by these types of products.

SURVEY WORKSHEET

While at the supermarket, observe products to find products containing the word enriched (usually bread, flour products), fortified (cereals, milk), or engineered (packaged dinners). Name the product, describe the type of food it is, and copy the nutrient labeling if you cannot purchase the product.

PRODUCT	TYPE	DESCRIPTION	NUTRIENT CONTENT	PRICE
	enriched fortified engineered			

Include such products as Total, Product 19, Corn flakes and one other similar cereal.
Various flours: whole wheat, unbleached, enriched, unenriched

While locating these products, also note prices of comparable types of products that are not enriched or fortified.

DESCRIPTIVE AND NUTRIENT LABELING

VI. General Objective: To interpret labels to aid the consumer in the best selection of food choices offered to her.

Objectives:
6.1 to define a good descriptive label
6.2 to explain the importance of nutrient labels
6.3 to demonstrate the use of nutrient labeling in food selection.

Materials Needed:

The Label Tells the Story
Grocery Manufacturers of America, Inc.
205 East 42nd Street
New York, New York

Recommended: Nutrition Labeling - How It Can Work for You
National Nutrition Consortium, Inc.
965 Rockville Pike
Bethesda, Maryland 20014

Key to Pre-Test:

I. 1 - T, 2 - F, 3 - F, 4 - T, 5 - F, 6 - T, 7 - T, 8 - F, 9 - F, 10 - F

II. 1 - 1 oz (3/4 cup)
2 - no cereal
3 - below 2% - 10%
4 - 60%
5 - no

Suggested Learning Activities:

1. Discuss each point of information that is required to appear on a label.

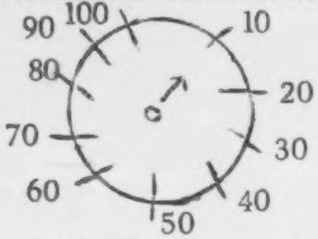
2. Create a label for an imaginary food product - how does your label rate?

3. Observe people at your neighborhood supermarket. Check to see how they look at the nutrition label of the food item. How do they compare 2 brands of one product for nutrition content?

4. Collect empty cereal boxes - compare nutritional content of the products. Prepare a nutrient graph for each cereal product (follow format used on Dairy Council Comparison Cards).

5. Construct a % wheel from paper plates. Select a number of foods one would eat during the day. Using the nutrition label from these items, add the % of the RDA for each product.

% Wheel for Vitamin A



Move hand to % of RDA for each food item.

6. Examine food labels to compare iron content or any nutrient content. Which foods are the best sources of iron? What food group provides the most iron? Which foods give the most iron when considering the price?

7. Using nutrition information on labels, construct a % continuum for 0 to 100 percent of USRDA for the specific nutrient. This can also be done using a "human continuum." Each student would receive a label and would place himself on the continuum.

8. Using the labels collected, divide these into groups according to the Basic Four. Select 2 meats, 4 milk or dairy products, 4 fruits and vegetables, and 4 breads or cereals. Compute % of nutrients supplied and compare to RDA's.

LABELING PRE-TEST

I. TRUE OR FALSE

According to law, a label must carry this information:

_____ 1. Name of the product
_____ 2. Water content
_____ 3. % of each ingredient
_____ 4. Ingredients in order by decreasing weight
_____ 5. Grade quality
_____ 6. Variety of fruits and vegetables in the can
_____ 7. Name of manufacturer
_____ 8. Suggested price
_____ 9. Menu ideas
_____ 10. Picture of the product

II. Using the information found on the nutrition label below answer the following questions:

Nutrition information per serving
Serving size - 1 oz.
Servings per container - 9
Calories - 110
Protein - 1 gm.
Carbohydrates - 22 gm.
Fat - 2 gm.

Percentage of Recommended Daily Allowances (RDA)

	per 1 oz.	per 1 oz. plus ½ cup milk
Protein	2	8
Vitamin A	50	50
Vitamin C	60	60
Thiamine	60	60
Riboflavin	60	70
Niacin	60	60
Calcium	*	10
Iron	60	60
Vitamin D	60	70
Vitamin E	50	50
Vitamin B6	50	50
Folic Acid	60	60
Vitamin B 12	60	60

* contains less than 2% of U.S. RDA

1. What is the serving size for this product?
2. Is this produce usually eaten alone?
   . Can you guess what type of product this is?
3. What is the % of RDA for calcium in this product alone?
   . With ½ cup milk?
4. Find the % RDA for niacin of the product with milk.
5. Is there any different in % of RDA for Vitamin A between 1 oz. product plain or with ½ cup milk?

WHAT IS A GOOD LABEL?

A good label carries an adequate description of the product - gives all the facts you need to select merchandise best suited to your purposes.

A good label has attractive design, easy-to-read type, and information concisely stated - to the point - logically arranged.

A good label is changed, improved and streamlined to meet changing needs, just as products are changed, improved and streamlined.

ACCORDING TO LAW . . .

Every food label must carry this information:

1. Name of product.
2. Name and address of manufacturer, packer or distributor.
3. Net contents.
4. When significant, as in the case of canned fruits and vegetables, the following information is required:
   (a) Variety (for example, white or yellow corn).
   (b) Style of pack (whole, halves, diced, etc.).
   (c) Packing medium (if optional media are permitted).
5. Statements of dietary properties, if special dietary uses are claimed.
6. Statement of artificial coloring, flavoring or chemical preservatives, if used.
7. If below basic standard of quality or below standard of fill of container set by Food and Drug Administration, must so state in prescribed legal manner.
8. All words, statements and other information required by law must appear in the English language.
9. Ingredients (however, many foods, for example canned peas, mayonnaise, and margarine, for which the government has set standards of identity, do not require a declaration of all ingredients).

SNACKS

VII. General Objective: To apply nutrition knowledge to snack choices to add quality to daily food intake.

Objectives:

- 7.1 to appraise the nutritional value of snack foods eaten by young adults and children
- 7.2 to distinguish between nutritious foods and "junk" empty calorie foods
- 7.3 to develop ways of serving nutritious snack foods to make them interesting and appealing.

CONTENT:

Snacks can be selected to round out nutrient needs or to fill energy requirements. By choosing the right snacks they can help to:

- (a) build strong bones and muscles
- (b) supply energy
- (c) help one grow and stay healthy

Materials Needed:

Food: Chance or Choice - filmstrip and teacher guide, Dairy Council

Happiness is a Snappy Snack
Connecticut State Department of Health
79 Elm Street
Hartford, Connecticut 06115

Key to Pre-Test:

n	ice cream
j	potato chips
j	brownies
n	orange
j	cheese doodles
n	bananas
n	cheese wedge
n	hard boiled egg
n	prunes
n	celery with peanut butter
n	yogurt
n	milkshake
j	candy bar
n	peach
j	cake
n	peanuts

Empty calorie foods are those which offer no nutritional value but do contain calories.

A pregnant woman should be careful of her snack choices because she has a limit on the number of calories she should take in with a high need for good nutritional foods. Snacks should be used to meet these high nutritional needs.

Suggested Learning Activities:

1. Define Snack. Define Junk Food.
2. Identify foods from each of the four food groups that may be used as snack foods.
3. Compare food comparison cards to see nutritious value of various snack foods. Example: milkshake vs. soft drink.
   potato chips vs. fruit.
4. Select foods from food model cards. Plan imaginative ways each food could be served to provide an appetizing, nutritious snack.
5. View filmstrip - Your Food : Chance or Choice.
6. Prepare a snack from each food group (use Extension hand-outs for ideas or Happiness is a Snappy Snack).
7. Stage a production that teaches nutrition - skit provided.
8. Discuss the importance of snacks for pregnant mothers - such as, helps frequent hunger, fulfills extra nutrition requirements, etc.
9. Prepare a bulletin board using ideas from "Snacks" - Oregon State Health Department.
10. Find pictures of foods mentioned to satisfy: thirst, hunger. Snacks that are juicy or crunchy.
11. Survey peoples' snacking havits. Analyze.

SNACKS PRE-TEST

In the space before each food item below, write j for junk food or n for nutritious value snack.

_____ ice cream
_____ potato chips
_____ brownies
_____ orange
_____ cheese doodles
_____ banana
_____ cheese wedge
_____ hard boiled egg
_____ prunes
_____ celery with peanut butter
_____ yogurt
_____ milkshake
_____ candy bar
_____ peach
_____ cake
_____ peanuts

List snack food that can satisfy:

Thirst	Hunger

And the snack foods that are:

Juicy	Crunchy

Give 2 examples of food which is "empty calorie" food:

1.
2.

Does this mean they do not contain calories and, therefore, are not fatening?

Why is it important for a pregnant woman to choose her snacks wisely?

SURVEY OF SNACKING HABITS

1. Do you eat foods in between meals?

2. What time of day do you usually snack?

3. What snacks do you choose?

4. Why do you select these foods or are they given to you?

5. Do you think that these foods are good for you?

6. Do the snacks you eat:

   a) fulfill your hunger needs?

   b) taste good?

   c) give you energy?

   d) give you nutrients?

8. What are your favorite snack foods?

LOOK WHAT I CAN DO NOW!

I Can Pick Food for Health.

Make a check if you picked A SNACK from the

	Meeting 1	Today
Milk Group------------		
Meat Group-----------		
Fruit & Vegetable Group		
Bread & Cereal Group		
All four groups---------		

Did you pick a food from each group today? _____ If not, what could you add to make at least one food from each group.

I Can Write the Numbers to the Good Food Clue.

Each day eat:

________ or more servings from the Fruit and Vegetable Group.

________ or more servings from the Bread and Cereal Group.

________ or more servings from the Milk Group.

________ or more servings from the Meat Group.

That's the good food clue!

HIGH IRON SNACKS

FOR ENERGY AND RED BLOOD

- Banana
- Blackberries
- Blueberries
- Elderberries
- Loganberries
- Plums
- Prunes
- Strawberries
- Watermelon
- Prune Juice
- Tomato Juice
- Egg
- Peanuts
- Walnuts
- Sunflower Seeds
- Enriched Cereal
- Hamburger
- Liver Sausage
- Turkey
- Enriched Bread

BUILD HEALTHY BODY AND TEETH - GIVE ENERGY

JUICY

- Oranges
- Grapefruit
- Blackberries
- Raspberries
- Strawberries
- Other Berries
- Tangerines
- Tomato
- Plums
- Peaches
- Apricots
- Cantaloupe
- Watermelon
- Other Melons
- Fresh Pineapple
- Apples
- Pears
- Pickles
- Canned Fruit without Sugar

CRUNCHY

- Carrots
- Radishes
- Turnips
- Rutabagas
- Raw Potato
- Cauliflower
- Cabbage Wedges
- Green or Red Peppers
- Celery
- Onions
- Popcorn
- Cucumbers
- Lettuce Wedges

THIRSTY

- Water
- Orange Juice
- Grapefruit Juice
- Tomato Juice
- V-8 Juice
- Whole Milk
- Skim Milk
- 2% Milk
- Buttermilk
- Apple Juice
- Cranberry Juice
- Pineapple Juice
- Hi C Juice (non-sweetened)

HUNGRY

- Eggs-Hard Cooked or Deviled
- Yogurt-Plain
- Cheese Cubes
- Cottage Cheese
- Nuts: Peanuts, Filberts, Walnuts
- Sunflower Seeds
- Dry Enriched Cereal
- Chicken
- Turkey
- Hot Dogs
- Hamburger
- Lunch Meat
- Whole Wheat or Enriched Bread
- Peanut Butter (without added sugar)
- Milk Shake
- Ice Cream

LIVE ACTION DRAMA TEACHES NUTRITION

The popularity of television programs such as Sesame Street among both young children and parents illustrates the power of entertainment as part of the educational process. Members of a class in Child Nutrition, organized by the Home Economics Department at Middle Tennessee State University developed the idea of a nutrition "melodrama" to appeal to the elementary and junior high school student. The assistance of the speech and theater department was enlisted.

The 15-minute play consisted of two acts and involved characters portraying the "good guys" - the Basic Four Food Groups and the "bad guys - snack foods such as soft drinks, candy, and potato chips. The cast consisted of volunteers from the theater majors of the Speech and Theater Department who whole-heartedly joined the spirit and quickly assembled costumes and a set.

Each character portraying one of the four food groups was costumed in white shirt and pants with a colored scarf indicating one of the food groups: blue for milk group, red for the meat group, green for fruits and vegetables, and orange for the breads and cereals group. Colored hats were tried but discarded as they obscured the actor's faces. Traditional Western dress was used for the rest of the characters including a mother and two children.

A simple set was constructed using the familiar western saloon with snack food items displayed along the bar and soft drinks being consumed by the characters.

The play was presented before a live audience consisting of high school and college students. The audience participated by cheering the "heroes" and booing the "villans."

Synopsis of the play follows:

"The Magnificent Four Versus the Snackin' Gang"

Characters: The Magnificent Four: Hop-a-long Hot Dog, Gus Grapefruit, Chester Cheddar, Sam Cereal
Snackin' Gang: Black Snack (originally called Commercial Calories), Chip Potato, Softy Drink, Doc Decay
Supporting Characters: Mother, Grade School Age Children 7 and 8 years old, Snack Bar Saloon Girls

The story opens with our heroes arriving in town to find all of the children under the control of Black Snack and his henchmen.

Mother: Oh dear, oh dear ... oh, my goodness, how can I ever stop them?

Hop-a-long: What's the problem, ma'am? Can we help you?

Mother: Oh, dear me, my goodness, who are you?

Chester Cheddar: We are the Magnificant Four - the Four Basic Food Groups.

Sam Cereal: That's right.

Gus Grapefruit: We ride from town to town helping folks feel better and stay healthy by letting them know what foods to eat.

Mother: Maybe you can help me then. I'm Mrs. Everyone and my children have run away from home to eat at the Snack Bar Saloon. They have not been feeling well, and their school work has been very poor of late.

The Magnificent Four, finding the children eating in the Snack Bar Saloon, explain the merits of each food group. (The author was impressed as the cast had done some reading of nutrition education pamphlets including "Your Diet, Health is in the Balance," Nutrition Foundation; "Nutrition Source Book," National Dairy Council; and "Food for the Family," Tennessee Department of Public Health, and had added a great deal of information to the existing script.)

As they talk to the children, the members of the Snackin' Gang interrupt and a lively debate ensues. Softy Drink arises from his place at the table.

Softy Drink: Stranger, are you looking to start a fight?

Chester Cheddar: No, Friend, I'm looking for a glass of milk. Milk is one of the most important foods you can have. It contains protein, calcium, and vitamins. Milk is essential for bones and teeth to grow, You look like you could do with a glass yourself.

Doc Decay: (toothless grin) Teeth, them's my business.

Gus Grapefruit: Mine too, (rambles across to stand near Chester and turns to bartender) orange juice, please. (Continues talking to Doc Decay) Did you know that fruits and vegetables were good for your teeth? They contain important nutrients like vitamin C which helps make the gums strong and able to resist infection.

Choc Candy: Infection, that's like being sick - right? I know all about being sick. I'm always sick.

Black Snack then rises from the card table and challenges the Magnificent Four to fight it out. The climax leaves the Snackin' Gang beaten, and the Magnificent Four exit. A final scene has the children returning with their mother for a nutritious lunch.

Teaching by live action drama may be an excellent technique with wide range possibilities for nutrition education, especially in the development of interest among elementary school teachers in using nutrition themes as part of a total education experience.

INFANT FEEDING

VIII. General Objective: To comprehend feeding schedules, precautions and methods during the first year of life.

Objectives:
8.1 to become familiar with formula products available for infants
8.2 to compile a schedule for the introduction of foods to the baby through the first year of life
8.3 to discriminately choose prepared baby foods.

CONTENT:

Baby has special needs for iron due to rapid increase in growth, blood volume and need for hemoglobin. Prevention of iron deficiency is simple through prolonged use of iron-fortified infant formulas and iron-fortified cereals and the feeding of iron-rich solid foods.

Materials Needed:

Connecticut State Department of Health
    Sources of Iron - Feeding Your Baby
    Now Your Baby is on a Bottle
    Now Your Baby is Ready for Solids

How to Fix Your Baby's Formula - Ross Laboratories

Foods for Baby and Mealtime Psychology - Gerber Products Co.
Freemont, Michigan 49412

Key to Pre-Test:

I. Beef

II. 1. strained beef
    2. liver
    3. turkey and veal meats
    4. barley cereal with iron (box)
    5. peaches

Key to Pre-Test (Cont.)

III. 2 strained fruits
1 formula
5 juice
4 strained meats
7 table food
3 strained vegetable
6 egg

Suggested Learning Activities:

1. Visit your neighborhood supermarket - baby food section. Survey formulas available, price and types of baby foods.

2. Examine pamphlets which suggest rules for feeding schedules of infants up to the first year. Compile your own feeding guide, incorporating the best ideas. Hold off on solids a while (to prevent possibility of a fat baby). Extend iron-fortified formulas and iron-rich foods to prevent iron deficiencies.

3. Collect baby food labels and compare ingredients.

4. Discuss ways one should shop for baby food.

5. Explore ways of preparing your own baby foods.

6. Demonstrate the proper methods of sterilization of bottles (Carnation pamphlets are helpful).

7. Practice holding a baby while feeding (use doll if necessary). Try various burping positions to find one that is comfortable for you.

8. Discuss baby's need for iron. Suggest ways to keep a good iron supply in baby's diet. List foods which are high iron sources that one could use to prepare baby foods. When baby is on solids, which foods will give him/her the iron he/she needs?

9. Discuss rules for the introduction of solid foods.

10. Ask a nurse or doctor to visit and speak about infant feeding.

INFANT FEEDING PRE-TEST

I. Which baby food would give you the best buy? (Both jars cost 28¢)

strained chicken and chicken broth	OR	strained beef and beef broth
Ingredients: Chicken broth, chicken, chicken giblets, salt		Ingredients: beef, water, salt

II. Check the food items in each pair below that will give you the best buy:

1. strained beef
   beef and vegetable dinner

2. liver
   vegetable-meat junior food

3. turkey and veal meats
   turkey and vegetable soup

4. barley cereal with iron in box
   barley cereal in jar

5. fruit dessert
   peaches

III. Number the following foods in the order that they are to be fed to a growing child from infancy on up.

strained fruits
formula
juices
strained meats
table food
strained vegetables
egg

BABY FOODS

There are a variety of vegetable and meat combinations marketed for babies. These are most often primarily vegetable and cereal with only a little meat added for flavor. It is a sounder practice to rely on "baby" meats rather than on these combinations as a source of meat. Products marketed as "high meat dinners" make a more substantial protein contribution than vegetable and meat combinations.

Custard packaged for babies are good sources of egg and contain milk solids. Most often other desserts contain mainly sugar, with a little fruit and some starch. They are not suitable foods to offer in any substantial quantity to a baby for they would crowd other more nutritious foods out of the diet. Foods high in sugar may also tend to develop a "sweet tooth" unnecessarily.

Baby food manufacturers recently removed monosodium glutamate from their products after a study showing that large doses of MSG produced brain damage in young animals. There is little reason to believe that any harmful effects occur in human infants but nevertheless it is sound practice to leave MSG out. The flavor enhancer has been used primarily to make the product taste good to mother and serves no real purpose in baby food.

BABY FOOD SURVEY

Include: Meats Dinners Junior Foods Desserts Fruits Juices Cereals

(follow format for each of these categories)

ITEM	# OF TYPES OF ITEM	FIRST INGREDIENT	SIZE	PRICE
I. MEATS				
Brand				
Beechnut				
Gerber				
______				
______				
______				
______				
______				
II. DINNERS				
Brand				

INFANT FEEDING

FOOD	AGE	TYPE OF FOOD
milk	birth	Liquid milk - may be either breast or formula
vitamins	2-3 weeks	Some form of vitamin D, usually as liquid preparation. Some form of vitamin C, usually 1 teaspoon of orange juice diluted with 1 teaspoon of boiled water. The amount is gradually increased to 3 ounces by the third month.
cereals	2-4 months	First semi-solid food given. It should be mixed with warm formula to make it thin.
	5-8 months	Crisp toast, zwieback, graham crackers.
eggs	3-5 months	Egg yolk is added for the iron and the B complex and A vitamins. The raw yolk may be used to make custard. Mash the cooked yolk and mix with the formula, cereal, or vegetables. Usually start with $\frac{1}{4}$ teaspoon.
	8-10 months	Egg whites may be added to the diet slowly, but watch the baby's reaction to them to be sure he is not allergic.
fruits	3-4 months	Ripe bananas, cooked or canned prunes, pears, apple sauce, peaches, apricots; usually strained for the first months.
	11-12 months	Chopped fruits.
vegetables	4 months or earlier	Strained carrots, green beans, spinach, squash, peas, asparagus, tomatoes. Start with 1 teaspoon and increase to 3-4 teaspoons daily by the end of the year.
	10-12 months	Substitute chopped vegetables for the strained vegetables.
	7 months	Baked or mashed potatoes may be added.

FOOD	AGE	TYPE OF FOOD
meat	2 months	Canned strained baby meats may be used.
	5-7 months	Strained meats and meat soups; later, ground meat, boned chicken, fish, liver, and crisp bacon.
desserts	12 months	Simple puddings may be given. It is good to limit the amount of sugar used so as to avoid a craving for sweets. Some salt may be used for seasoning.

SEQUENCE FOR FOOD ADDITIONS TO INFANT'S DIET

AGE	FOOD ADDITION AND ITS NUTRITIVE CONTRIBUTION
2-4 weeks	400 I.U. vitamin D milk or from a prescribed supplement.
2-4 weeks	Orange or grapefruit juice or other source of Vitamin C; twice as much tomato juice needed; start with 1 teaspoon diluted with boiled water; increase gradually to 3 ozs. full strength by 3 months.
2-3 months	Cereal for iron, thiamine, calories; mix precooked cereal with formula; give thin consistency at first, increase to 2 to 5 tablespoons by 7 to 8 months.
3-4 months	Mashed ripe banana, applesauce, strained pears, apricots, prunes, or peaches; start with 1 teaspoon and increase to 3-4 tablespoons by one year.
3-5 months	Strained asparagus, green beans, carrots, peas, spinach, squash, or tomatoes; start with 1 teaspoon, increasing to 3-4 tablespoons by end of the year.
4-6 months	Egg yolk for iron, vitamin A, thiamine, protein, mash hard cooked egg with a little formula; use $\frac{1}{4}$ teaspoon at first.
5-7 months	Strained meats for protein, iron, B complex, sometimes prescribed as early as 6 weeks of age.
5-8 months	Crisp toast, zwieback, arrowroot cookies, teething biscuits.
7-8 months	Baked or mashed potato or enriched pastas for calories and some additional iron and B complex.
9 months	Peeled raw apple.
8-10 months	Chopped vegetables and fruits.
10 months	Whole egg; plain puddings such as custard, Junket.

FEEDING THE YOUNG CHILD

IX. General Objective: To recognize the importance of developing good food habits while a child is young.

Objectives:

9.1 to point out the advantage of establishing good eating habits in childhood and maintaining them throughout life.
9.2 to apply sound nutritional principles in preparing and serving food for the young child.
9.3 to identify the nutritional needs of the young child.
9.4 to stimulate the young child to eat nutritional meals.
9.5 to overcome common feeding problems of the young child.

CONTENT:

Food habits of a lifetime are usually formed in childhood. You can help your young child develop good habits by teaching him to eat and enjoy foods he needs for good health and fitness. The growing child needs the many nutrients provided by a wide variety of foods.

Materials Needed:

Federal Extension Service
  Feeding Young Children
  Mealtime: Hectic or Happy

Connecticut Department of Health
  If Your Child Does Not Eat Well
  Children Like to Eat
  Food as Children See It

Food Before Six - Dairy Council

Tots at the Table
  National Livestock and Meat Board
  365 Wasbash Avenue
  Chicago, Illinois 60603

Key to Pre-Test:

1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. T
9. F
10. T

Suggested Learning Activities:

1. Construct colorful placemats for a young child to help make his mealtime more enjoyable.

2. View film "Food as Children See It".

3. Review Basic Four and the amounts needed by children.

4. Suggest ways to serve foods from each group to make them more appealing to the child. Publish in a local newspaper, if possible.

5. Plan nutritional snacks for children.

6. List various finger foods for children.

7. Identify common food problems. Suggest ways to overcome the problems. Use "Tots at the Table" for ideas. Also, "If Your Child Does Not Eat Well" by the Connecticut State Department of Health.

8. Compare child-size servings with adult portions. Construct a chart to show this difference in amounts. Serve actual portions of various food items. Use "Food Before Six" for help.

9. Name various utensils, seats, etc., to aid the child at mealtime - types of dishes available, warm dishes, cups with straws, etc.

10. Prepare a bulletin board with brief rules for feeding children. Example: Don't force, small servings, let him select, independence, pleasant surroundings, respect his likes and dislikes.

11. Define food jag.

12. Suggest ways young children can help in food preparation.
13. Using magazines such as Sphere (Betty Crocker Magazine), and Home Cooking, compile a children's cookbook with easy recipes that a child could prepare with little assistance from an adult.
14. Read and discuss "Mealtime for Little Folks".

PRE-TEST FOR FOODS FOR YOUNG CHILDREN

TRUE or FALSE

_____1. Children do not need foods from all of the four food groups as the adults do.

_____2. Children learn what foods are good to eat from their parents and others around them.

_____3. New foods should be offered to children to give them variety in taste and texture.

_____4. It isn't so important where or what atmosphere the child eats in as long as he finishes his plate.

_____5. The food a child eats furnishes all the building materials he needs for growth, health and energy.

_____6. When introducing new foods, do not give the child other foods to eat at the same time.

_____7. Children like foods which are highly seasoned.

_____8. A good snack for a child is peanut butter on celery.

_____9. Dessert should only be given as a reward for finishing dinner.

_____10. It is important that the child be seated comfortably and given utensils that are easy for him to manage.

PROGRESS WITH FOOD PROBLEMS

THE PROBLEM	AS YOUR CHILD SEES IT	AS YOU SEE IT	WHAT TO DO ABOUT IT
Introducing new foods	Here's something new. He's curious but probably distrustful of the unknown.	You want your child to learn as early as possible to eat and enjoy a variety of foods.	Introduce only one new food at a time. Offer a very small amount at first, at the beginning of the meal. When appropriate mix with milk or cereal or another food the child likes. Allow plenty of time for the child to look at and examine the food. Don't try to introduce a new food when a child doesn't feel well or is cross and irritable. If the food is turned down, don't make a fuss. Offer again a few days later.
Food dislikes	He's asserting his independence by rejecting something which does not appeal. Or, he may just not like the taste.	You want your child to overcome the dislike if possible.	Refrain from making an issue of the situation as this is likely to make the child more determined. Try combining the food with other favorites. Offer small servings. Prepare in a different way. A fruit or vegetable might be served raw. Milk might be used in other dishes. Set a good example. Of course, children, as well as adults, are entitled to a few dislikes.
Refusal to eat	He may be asserting his independence or he may actually not feel like eating. He may just have no appetite for some reason.	You feel your child needs the food and must in some way be made to eat.	If this only happens occasionally and the child appears to feel all right, simply remove the food and let him wait until the next meal. No bribes or punishment. A skipped meal will not do damage to a healthy child. If it develops that the child

THE PROBLEM	AS YOUR CHILD SEES IT	AS YOU SEE IT	WHAT TO DO ABOUT IT
Refusal to eat (Cont.)			is ill, consult your doctor. Few well children starve themselves unless food becomes a weapon against parents.
Dawdling or playing with food	He may not be hungry or he may be trying to attract attention.	You probably become irritable and feel that you must "take over" and make him hurry and eat.	Allow a reasonable amount of time. Offer help if it's needed. Explain to the child that you will remove the food when he is finished. Refrain from making a "scene". This may be what the child was looking forward to. Once the food is removed, there's no more until the next meal.
Food jags	A food or combination appeals and he wants it often.	You feel that it isn't good for the child to eat the same thing.	It's not unusual for a child or adult to have a brief preference for a certain food or food combination. It's well to humor him for a few days. Usually, the "jag" won't last long, if an issue is not made of it.

MEALTIME FOR LITTLE FOLKS *

Hi Teach!

This is Sally. I am three years old now. I like to talk on the telephone. I'm phoning to tell you how I like to eat.

I like pretty colored foods.

I like foods I can hold - rolled lettuce, pieces of carrot, and slices of apple (peeled, please).

I like my meat cut up in little pieces.

I do not like things that bite my tongue. (My taste is keener than yours).

It is fun to eat foods that go "crunch".

I like food warm - not real hot or real cold.

I like a little bit on my plate at one time. Then I can ask for more.

I like to feed myself. When I get tired, it is nice if somebody helps me.

I do not like vegetables with strings in them.

I do not like gummy things. They stick in my mouth. Sometimes mashed potatoes do.

A whole glass of milk almost fills my tummy. Then there is not much room left. I would rather leave the milk till last.

I like my own plate. I can push my spoon against the high sides. This way, I do not spill so much.

I can eat best with my own spoon. I like the short handle. Yours is too big and deep.

I like my own fork, too. It fits my mouth and is not sharp.

I like to push my feet flat on the floor or on the step of my high chair.

I like to pour my milk myself. Let me use a little pitcher. It has a wide mouth.

I like to drink from my own cup. I can put my whole hand through the handle.

Sometimes a little, small-topped glass makes it easier not to spill.

I can pick up those little, round, green peas with my fingers. They run away from the spoon. They are good when you mash them.

*Prepared by Ruth E. Harris, Family Life Specialist at Florida State University; Reprinted with permission from: Home Economics Instructional Materials Center, Lubbock, Texas.

CALORIES AND WEIGHT CONTROL

When you become pregnant, it is very easy to gain weight. Too much weight will be difficult to take off after the baby is born. Doctors recommend a weight gain of between 20 to 25 lbs. through the nine month period.

X. General Objective: Formulates an awareness of food which contains high caloric value in relation to its nutrient content.

Objectives:
10.1 to analyze the weight distribution during pregnancy. Account for fetus weight, water, placenta, etc.
10.2 to define calorie as the unit of measure for the energy value of food.
10.3 to compare foods for food value in relation to calories.
10.4 to know that energy is stored in the body as fat.
10.5 to recognize that caloric need varies with age, size, physical activity, rate of growth, pregnancy and illness.

Materials Needed:

"Food for Fitness" - Connecticut Blue Cross
Comparison Cards - Dairy Council
"Nutrition: What's In It for You" Learning Kit - J. C. Penney Co.
"Nine Month Trip" - March of Dimes

Key to Pre-Test:

1. Calorie is a unit of measurement of food energy.

2. fat

3.
    1. apple pie
    2. cake
    3. pork chop
    4. hamburger pattie
    5. milk
    6. chicken
    7. cheese
    8. egg
    9. bread
    10. orange juice
    11. carrot
    12. green beans

4.
    1. whole milk
    2. applesauce
    3. sweet roll
    4. salad with dressing
    5. canned peaches with syrup
    6. fried egg

5. 1. french fries
   2. buttered bread
   3. fried chicken
   4. iced cookie
   5. custard pie

Suggested Learning Activities:

1. Examine the added weight distribution during pregnancy. Discuss how extra weight will be stored as fat.

2. Find your RDA caloric requirement for pregnancy.

3. Make a simulated scale for calories. A moveable hand-pointer will be needed to add caloric value of foods along the continuum.

4. Using the caloric scale, add the calories from one day's meals.

5. Design a bulletin board of foods which will make you gain weight. In the center might be a picture of an elephant. Around this, pictures of foods high in caloric value.

6. Construct elephants (from felt) to stick on the refrigerator door as a reminder of poor snacking choices.

7. Using rules from "Quick Caloric Guide", analyze a list of foods. Compile 2 lists, those high in calories, and those low in calories.

8. Choose one food for snack. Find its caloric value. Refer to chart on p. 14 of Food for Fitness booklet from the Connecticut Blue Cross. Describe a way you could work off the calories from that snack. Example: cake - 356 calories: I could walk for 68 minutes, ride a bike for 43 minutes, etc. Discuss why people differ in their caloric needs.

9. Recall food record you kept for one day. Check off foods recommended according to weight gain and diet worksheet. List all extra foods which were eaten. Find the caloric value of these foods (Nine Month Trip - March of Dimes).

10. Using Comparison Cards, compare one food with another to see how much food value a food has in comparison to its caloric value (use Comparison Cards worksheet).

11. Complete exercises suggested in the "Nutrition: What's In It For You" - Learning Kit by J.C. Penney, section 4.

12. Compare the high rise in nutrient requirements during pregnancy as compared to the small increase in caloric needs. Stress the importance of good food selection (view nutrient calorie graph).

CALORIE PRE-TEST

1. Define Calorie:

2. Our body needs energy from food but excess calories or food energy is turned into ____________.

3. Scientists have tested foods. They can tell us how many calories foods give us. Look at the list of foods below. Look at how many calories are in each food. Which food will give us the most energy? Put it in the blank space numbered 1. Which food would come next? Put it in the second blank space. Fill in the blank spaces by putting the foods in order. The last blank space should have the food that will give us the least number of calories. That food will not give us much energy.

FOODS	CALORIES
1 piece apple pie	375
1 piece chicken	115
1 carrot	20
1 piece frosted cake	370
1 serving green beans	15
1 hamburger pattie	165
1 piece cheese	105
1 piece bread	60
½ cup orange juice	50
1 glass milk	160
1 egg	80
1 pork chop	260

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

4. Look at the pairs of food below. Check the one in each pair that gives the most energy.

		Calories
1.	_____whole milk	160
	_____skim milk	80

		Calories
4.	_____tossed salad	30
	_____tossed salad with dressing	90

		Calories
2.	_____apple	70
	_____½ cup sweetened applesauce	90
3.	_____plain roll	115
	_____sweet roll	135
5.	_____raw peach	35
	_____canned peach in syrup	100
6.	_____boiled egg	80
	_____fried egg	100

5. Can you guess which one of the pairs of food below would have more calories? Put a check in front of the food in each pair that has more calories.

1. _____baked potato without butter
   _____potato made into french fries

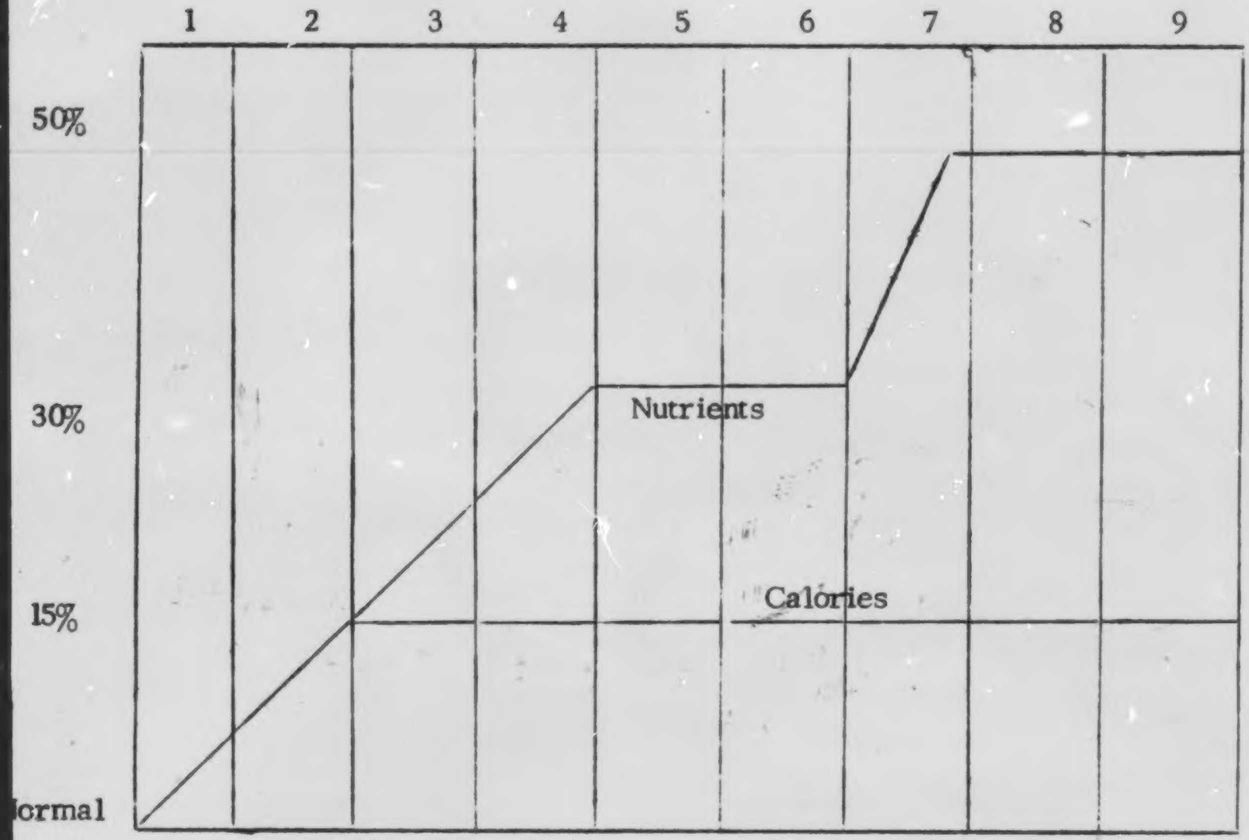
2. _____bread
   _____buttered bread

3. _____baked chicken
   _____fried chicken

4. _____iced cookie
   _____plain cookie

5. _____plain custard
   _____custard pie

NUTRIENT VS. CALORIE INCREASE DURING PREGNANCY



QUICK CALORIE GUIDE

FOODS LOW IN CALORIES ARE:

Thin, Watery, or Dilute

- Skim Milk
- Fruit Juice
- Bouillon

Bulky, Coarse, or lots of Fiber

- Lettuce
- Cabbage
- Bran Cereal or Breads

Watery - Crisp

- Celery
- Apples
- Melon
- Pickles

Puffed, Airy - not Greasy

- Puffed Wheat and Rice
- Popcorn (unbuttered)
- Saltines

FOODS HIGH IN CALORIES ARE:

Oily or Greasy Crisp

- Cooking Oil
- Potato Chips
- Salad Dressings

Slick or Smooth

- Peanut Butter
- Sundae

Sweet, Sticky, or Gooey

- Milkshake
- Cream Cheese
- Nuts
- Butter, Margarine

Thick or Concentrated

- Candy
- Honey
- Jam and Jelly

COMPARISON CARD WORKSHEET

People need rest. They need air to breathe. They need water. They need other food values besides energy. Some other food values are vitamins, minerals, and protein.

Some vitamins the body needs are:

- Vitamin A
- Thiamine
- Riboflavin
- Niacin
- Vitamin C or Ascorbic Acid

Some minerals the body needs are:

- Calcium
- Iron

Our bodies need these food values to run smoothly.

Some foods give us nothing but energy. These are sometimes called empty calorie foods. They give us energy. But they do not give us any other food values with the energy. Some foods give us lots of food value, and energy, too.

You will find some large white cards in this learning package. They are called comparison cards. We can look at them to see how much food value a food has. We can compare one food with another food. Let's do some comparing.

1. Look at the cards with the numbers 1 and 2 on them. They are for milk. One is for whole milk. One is for skim milk.

   The colored bars tell us how many food values are in milk. The more colored bars, the more food value.

   Whole milk has 160 calories.
   Skim milk has 90 calories.

   Are the other food values about the same? There is not very much difference. Whole milk has more vitamin A unless the skim milk is fortified. Read the label and see. Whole milk has a little of another vitamin, too. This one is not on the chart.

   But skim milk is almost as good as whole milk. It has less calories.

   Whole milk has almost twice as many calories as skim milk.

2. The next card is for "soft drink." One glass of soft drink or pop gives us 95 calories. That is about as much as skim milk. It does not give us any other food value. It would be an empty calorie food.

3. Look at the cards for liver and pizza. They give us about the same number of calories. Which will give us more food value?____________________

4. Three slices of bacon have 150 calories. One egg has 80 calories. Which will give more food value?______________________________

   Which will give us fewer calories?__________________________

5. Hamburger with bun has 280 calories. The meat in the hamburger has 165 calories. The bun has 115 calories. So together they have 280 calories. Baked beans have 240 calories. A hamburger costs 16 cents. Baked beans cost 8 cents. Which one would you choose?____________________

6. You have a choice of french fries for 155 calories or a green salad without dressing for 30 calories. Which will you choose?__________________

7. Your child wants a snack after school. Which would have more food value, an apple or a carrot?__________________________________

8. It's dessert time. Which would give you more food value, a cookie for 120 calories or ice cream for 145 calories?______________________

9. Which has more food value, apple pie for 375 calories, or custard pie for 145 calories?______________________________________

Look at answer sheet 6 to check answers.

Would you like to compare some other foods? Your teacher or program assistant may have some more cards you could look at.

MEAL PLANNING AND SHOPPING

XI. General Objective: To develop healthful meal patterns for the pregnant woman according to the basic principles of nutrition, meal planning and purchasing.

Objectives:

11.1 to apply a basic nutritional plan as a guide in determining meal patterns.

11.2 to design adequate nutritional meal plans for a family. Individual variations in budget, meal patterns, time available for preparation and likes and dislikes should be kept in mind.

11.3 to compile a list of good shopping habits to cut food costs.

Materials Needed:

Film: How to Stretch Your Food Dollar
Connecticut State Health Department
79 Elm Street
Hartford, Connecticut

Pamphlet: Food, Pregnancy and Family Health
American College of Obstetricians and Gynecologists
Suite 2700
One East Wacker Drive
Chicago, Illinois 60601

Key to Pre-Test:

1. T 2. F 3. F 4. T 5. T 6. F 7. T 8. T 9. T 10. F

Suggested Learning Activities:

1. Read and discuss items on Dollar Stretchers and Food Hints.
2. Extension offers many recipe sheets to help stretch food budget. Prepare some of these meals. Analyze them for nutrients and cost.
3. Create a casserole - Extension sheet.

4. Plan meals - rate poor, fair or good. Find comparison cards for each menu. Graph totals and compare.

5. Comparison shop 2 carts of groceries for price and nutritional value.

6. Make a comparison study of drive-in food restaurants such as McDonald's or Burger King. Recommend the best choices (consult Consumer Reports for information on nutritional status of various hamburgers).

7. Using the case studies on page 176, plan a day's menu to incorporate the individuals' needs.

8. Using meal patterns, prepare a day's menu using proper form. Include all food groups in correct proportion.

9. Define name brand vs. house brand. Give examples of each.

10. Comparison shop items on worksheet. Compare store prices. Compare name brands vs. store brands.

11. Prepare a shopping list according to the arrangement of your supermarket.

12. Examine local newspaper (night when grocery stores advertise). Discuss how sales and coupons could save you money.

13. Visit a local supermarket to see where unit price stickers are located. Unit price several items of the same product to see the difference in price.

14. Using food models, set out a day's meals - breakfast, lunch, dinner and snacks. Be sure to follow the Basic Four Food Guide to insure proper selection.

15. Design a recipe guide for pregnant mothers. In the front of the booklet list her special needs such as RDA, budget and calories. Each student prepares a menu for a meal - balanced and moderate in calories. Exchange these ideas with the other class members to form this recipe booklet.

16. Analyze breakfast and dinner menus given. Plan a nutritious lunch. Balance this day's meals but also consider calories.

MEAL PLANNING PRE-TEST

TRUE or FALSE

_____1. You will spend less for groceries if you shop with a list.

_____2. It doesn't matter how many times a week you shop, as long as you have a list.

_____3. Prices of a particular fruit will be the same whether it is fresh, frozen or canned.

_____4. Never buy an unnecessary item because you have a coupon for it.

_____5. To find the best buy in meats, compare low costs per serving, not cost per pound.

_____6. Dried beans, peas, eggs and cheese are not good meat substitutes.

_____7. Cost is not the only factor to consider in meal planning, Keep in mind the Basic Four in nutrition.

_____8. Cheese wedges are less expensive to buy than grated, cubed or sliced cheese.

_____9. Instant potatoes cost about twice as much per serving as those cooked yourself.

_____10. It makes no difference in cost to cook with evaporated or dry milk rather than whole milk.

Your neighborhood supermarket is running a special this week on:

Chuck Steaks   Ground Chuck   Hot Dogs   Whole Chickens

Plan a week's dinner menus incorporating these specials.

MEAL PLANNING CASE STUDIES (Learning Activity 7)

a). A friend of yours doesn't like to drink milk. Plan a day's meals to insure her 100% RDA for calcium.

b). Plan a day's meals for 100% Vitamin A and C without including fruits or vegetables.

c). Plan a day's meals for teenage football player, 175 lbs. in training. Vitamin supplements or protein supplements are not recommended. Discuss nutritional needs for athletes before planning this menu.

TWO SETS OF MENUS FOLLOWING A SIMPLE MEAL PATTERN

Meal Pattern	1	2
BREAKFAST:		
Fruit or Juice (citrus, melon, strawberries)	Orange juice (canned)	Strawberries (fresh)
Main Dish and/or Cereal with milk	Oatmeal with milk	Bacon and eggs
Bread	Cinnamon toast	Biscuits (frozen)
Beverage	Milk (nonfat dry) or coffee	Milk (fresh) or coffee
LUNCH:		
Main Dish	Hard-cooked egg or peanut butter and jelly sandwich	Baked ham on seeded roll with lettuce and tomato
Vegetable or Fruit	Celery sticks, banana	Asparagus in cheese sauce (frozen)
Bread	Bread (in sandwich)	Bread (in sandwich)
Beverage	Milk (nonfat dry)	Milk (fresh)
SNACK:		
Fruit or Cookies	Cookies	Pear
Beverage	Fruit punch	Chocolate milk (fresh)
DINNER:		
Main Dish	Fried chicken	Beef rib roast
Vegetable (Dark Green or Deep Yellow at least every other day)	Carrots (fresh)	Broccoli with butter sauce (frozen)
Vegetable	Mashed potato	Corn on the cob (fresh)
Bread	Bread (white enriched)	Dinner rolls (bakery)
Dessert	Apple pie (homemade)	German chocolate cake (frozen)
Beverage	Milk (nonfat dry) or coffee	Milk (fresh) or coffee

FOOD PRICE SURVEY

1. Cut-Rite Wax Paper								
2. Baggies Food Storage - 75								
3. Reynold's Wrap - 75 ft.								
4. Garbage Bags - 10-30 gal. size								
5. Scott Towels - 1 ply - 120 sq. ft.								
6. Scott Dinner Napkins - 150								
7. Cascade - Giant - 3 lbs. 2 oz.								
8. Liquid Dish Soap - Ivory king size								
9. Dove - 2 bars personnel								
10. Clorox - gal.								
11. Nu Soft - 1 qt. 1 oz.								
12. Bold Detergent - 5 lb. 4 oz.								
13. Future Floor Wax - 27oz.								
14. Eggs - large Grade A								
15. Half & Half - 1 pt.								
16. Land O Lakes Butter - 1 lb.								
17. Fleischman's Margarine								
18. Kraft Cheese - 16 slices								
19. American Cheese - 1 lb.								
20. Cottage Cheese - 1 lb.								
21. Sour Cream - 1 pt.								
22. Milk - 1 gal. carton								
23. Coffeemate - 1 lb.								
24. Ground Chuck - 1 lb.								
25. Top Sirloin Steak - 1 lb.								
26. Pork Chop - center cut 1 lb.								
27. Chicken breast w/wing - 1 lb.								
28. Nepco All Beef Frankfurts - 1 lb.								
29. Celery Stalks - 1 bunch								
30. Lettuce - 1 head								

31. Carrots								
32. Minute Maid Orange Juice - 12 oz.								
33. Gerber Baby Food - 6 sm. jars strained								
34. Pillsbury Flour - 5 lbs.								
35. Jack Frost Sugar - 5 lbs.								
36. Wesson Oil - 24 oz.								
37. Mueller Elbow Macaroni - 1 lb.								
38. Ground Chock Full of Nuts Coffee - 1 lb.								
39. Duncan Hines Choc. Cake Mix								
40. Jello Gelatin 4 boxes - 3 oz.								
41. Rice Krispies - 13 oz.								
42. Skippy Peanut Butter Smooth - 12 oz.								
43. Heinz Ketchup - 26 oz.								
44. Store Brand Bread - White 1 lb.								
45. Hi C Fruit Grape Juice - 46 oz.								
46. Campbell's Chicken Noodle Soup - 1 can								
47. Bumble Bee Light Chunk Tuna - $6\frac{1}{2}$ oz.								
48. Store Brand American Cheese - 16 slices - 12 oz.								
49. Alba Dry Skim Milk - 8 qts.								
20 qts.								
50. Hood Vanilla Ice Cream - $\frac{1}{2}$ gal.								
51. Taster's Choice Coffee - 8 oz.								
52. Oreo Cookies - 3 sec. cardboard box								
53. Premium Saltines - 1 lb. box								
54. Diet Pepsi - 6/16 oz. bottles								
55. Fresca 8/12 oz. bottles								
56. Coke 6/16 oz. bottles								

DOLLAR STRETCHERS AND FOOD HINTS

1. You will spend less for groceries if you shop with a list. Try to shop once or twice a week.
2. Cost is not the only factor to consider in meal planning - keep in mind the Basic Four in nutrition.
3. Buy fresh fruits and vegetables when they are in season - they will be less expensive.
4. Dried beans, peas, eggs and cheese are excellent meat substitutes and are often not as costly.
5. Complete meals or a major part of the meal may be cooked at the same time and temperature in the oven; hence a savings on electricity.
6. To find the best buy in meats compare low costs per serving, not cost per pound.
7. Surface meals save time, energy and money.
8. Compare prices of fresh, frozen and canned foods to determine the best buy.
9. Check labels to learn quality, size and weight with foods. Depending on desired use, a lower grade item may be as effective and nutritious as a higher grade.
10. Shop with a grocery list you've made from your planned menus, but keep it flexible. If you find a better buy, substitute. A good shopping list eliminates impulse buying.
11. If your soup or stew is too salty, add a diced raw potato, and boil for about 5 minutes. Remove the potato and the salty flavor will be gone.
12. Never buy an unnecessary item because you have a coupon for it or because it contains a coupon for another product.
13. A good fresh fish buy is when the fish is firm, the gills red and the eyes clear.
14. When buying canned tuna, remember that the style of pack and kind of meat affects the price. Light meat costs less than white, chunk, flaked and grated tuna costs less than fancy and solid meat.

15. If confused as to which eggs you have hard boiled - the hard boiled eggs will spin around easily.

16. There are four grades of eggs - AA, A - good for boiling, poaching, and frying. Grade B and C - good for general cooking, baking and scrambling. B and C grades are less expensive and could be used more often than A.

17. Set aside left over pieces of cheese. Store in a jar and use for macaroni and cheese casseroles - the blend of different cheeses will enhance the flavor of your dish.

18. Cheese wedges are less expensive to buy than grated, cubed or sliced.

19. Don't discard celery leaves - cut them up and use in stews, soups and stuffings.

20. Vegetables will cook faster and are more nutritious if they are steamed and not boiled, using a small amount of water.

21. Buy vegetables that require little or no trimming because this raises the price of the vegetable.

22. Remove the core from a head of lettuce, rinse well. Stuff the hole with a small clean sponge and store in a plastic bag. Place in refrigerator.

23. When potatoes begin to grow "eyes", they also start to shrink and shrivel. Simply remove the eyes and this slows down the aging of the potatoes,

24. Instant potatoes cost about twice as much per serving as those cooked yourself.

25. Citrus fruits that are heavy for their size will have more pulp and juice.

26. Place leftover fruit juice in the ice cube tray and freeze. Children will then have home made popsicles.

27. Store apples in a plastic bag in the fruit storage drawer in your refrigerator, to prevent absorbing other food flavors, maintains proper humidity for the apples.

28. It is more economical when cooking and baking to use evaporated or dry milk.

29. If you have leftover toast, put in blender to make bread crumbs.

30. Keep your spices tightly covered to retain the flavor. Otherwise, the oils from the spices dry out.

BREAKFAST - DINNER MENU FOR ACTIVITY #16

Here is part of a day's menu. Breakfast and dinner are given but lunch is missing. Can you suggest a lunch that will balance this day's menu?

BREAKFAST

LUNCH

grapefruit
pancakes
sausage
butter - syrup
milk

SUPPER

stewed chicken with rice
sweet potatoes
roll with butter
fruit cocktail
milk

FOOD FADS AND MISINFORMATION

It is suggested that the use of Dairy Council's packet "Food Fads and Misinformation" be used as a base for this unit.

In addition:

Nutrition - Sense and Nonsense - film
Connecticut State Department of Health

Sound Nutrition Principles Reviewed - nutrition quiz
March of Dimes

VITAMIN SUPPLEMENT SURVEY

1. Do you or your family members use vitamin pills?

2. Why?

3. How long have you been using vitamin pills?

4. Do you think you eat a balanced meal?

5. Which is better for you - vitamin pills or food?

6. Are vitamin pills expensive?

7. Do you miss any nutrients because you use pills rather than food sources for your nutrients?

8. Do you plan your meals for the week before you go shopping?

CHILD DEVELOPMENT UNIT

UNITS FOR CHILD DEVELOPMENT

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Child Development Curriculum

Objectives:

1. To enable a young mother to provide for optimal care and development of her child, mentally, emotionally and physically.

2. To develop a likeness for children, be interested in them and respect them as individuals.

3. Understand the needs of children and ways to help them develop to their maximum potential.

It is hoped that through a better understanding of the child as a human being with feelings and special needs, especially the need for love and understanding, we can prepare parents who will be willing to take responsibility for their children in a gentle and guiding manner.

Films available from Connecticut State Health Department, 79 Elm Street, Hartford, Connecticut:

1. Children Play with Poison
2. Growth of Infant and Behavior (early and late stages)
3. How Babies Learn
4. Learning and Growth
5. Newborn

Physical Development

General: Develop increased sensitivity to a child's basic needs and developmental tasks.

Objectives:

1. Comprehends development as a continuous and orderly process.
2. Is aware of the sequence of development.
3. Is aware of the importance of infant stimulation.
4. Develops the ability to foster the development of motor skills in young children.

Content: Although each child develops at an individual rate, each seem to follow a predetermined path of motor development.

Materials:

Child Development Chart
Conn. State Health Dept.
79 Elm Street
Hartford, CT

How a Child Grows
Co-operative Extension
University of Connecticut
Storrs, CT

Your Growing Baby and The Phenomena of Early Development
Ross Laboratories
Columbus, OH 43216

Looking at Development
Exploring Childhood Series

The First 12 Months of Life
Frank Caplan

Pretest: Development

1. What things in your household will help your baby develop his muscles, speech, movement, etc.?

2. Compare a newborn to a three month old infant. How has development helped the three month old do more things? What can he do?

3. Describe what a five month old is like - things he is interested in, what he can do.

Activities:

1. Collect pictures of babies the same age. Compare height, weight, appearance. What influences did heredity play? What influences did environment play?

2. List environmental factors which might influence growth and development of a baby, such as: crib too small, kept in playpen, quiet place to sleep, books in house.

3. Construct an activity board using shoe strings, buttons, zippers.

4. Add to play file, activities children would enjoy from infancy to one year - ideas from packet.

5. Experiment with ways of tracing development through use of booklet "Looking at Development."

6. Examine photo of newborn - describe how he should look.

7. Read and discuss what value each activity plays in the development of an infant. How is the activity helping him to learn? "Developmental tasks and activities with infants." Add these activities to your activity file.

8. Using Development Charts 0-24 months, describe how a particular age level behaves and then add to card file activities that will promote growth.

9. Define motor development. Compare motor control of a three-month infant with that of a one-year old child.

10. List play activities which develop fine muscle skills - those activities that develop gross muscle skills.

11. Trace five or more stages in a child's motor development from infancy to age two.

12. Collect magazine pictures of young children - try to place them in order according to age. What are some things which give clues to their age?

13. Obtain a roll of wrapping paper. You are going to make a development chart. Begin with a picture of a newborn. Describe in short simple one or two word phrases what the newborn looks and acts like. Next, try to describe the next developmental step he will take, such as, lifting head, then grasping rattle, etc. In what steps does he begin to be able to do more activities. Continue chart through crawling and walking.

The booklet "The Phenomena of Early Development" will be very helpful in this task.

14. Using "Your Growing Baby" booklet, prepare a list of things your baby can do. Divide the activities according to age level.

15. Make a baby book to keep records of when your child performed specific tasks.

16. Prepare a booklet about: (Example: "I am two years old). Choose any age level. In the booklet you should include things which a child that age is trying to learn about. Things he can do, such as, climb, balance, pull, push and activities and things he likes to do. What is a child this age like?

17. Make a graph of weight and height gains from infancy to five years.

18. Pick an age from infant to three years. Describe what he is like. What does he look like, what can he do?

19. Each student should bring in a picture of themselves when they were small. What age, what skills could you do? How do you differ from your classmates?

Birth to One Month

The infant is comforted by closeness.

Hold often
Wrap tightly
Use rocking motion

The infant enjoys sound.

Sing
Play soft music
Talk to baby

The infant enjoys a change of scene.

Take outdoors

One Month to Two Months

The infant likes to hold things.

A rattle
Pieces of soft fabric
*Soft yarn doll

The infant likes to look at things and follow with his eyes.

Tie small objects (toys, bright ribbons, mirror) on strong string across crib
*Mobiles

Two Months to Three Months

The infant likes a change of scene.

Things that move - goldfish in a bowl mobile
Put in different room
Take visiting

The infant likes to shake things.

Put things in hand - rattle*, empty spools, car keys tied to a string

. . . .

*Suggested projects for H. E. L. P. students to make.

The infant likes to touch.

- Yarn doll
- Stuffed animal
- *Stuffed stocking doll

Three Months to Four Months

The infant likes to hear rhythms.

- Repeat nursery rhymes
- Sing songs with rhythms

The infant is becoming social.

- Smile at him often
- Let him watch things going on

The infant may like to try to kick.

- Put toys or ball* made of material at his feet

Four Months to Five Months

The infant is learning to reach and hold.

- Tie more toys across his crib

The infant becomes aware of his reflection.

- Say name
- Hold up to a mirror

Five Months to Six Months

The infant is curious about the world around him.

- Whatever you give to him, name it

The infant likes toys that make noise.
Simple toys can be made from household objects.

- Boxes
- Egg cartons
- Plastic containers
- Empty thread spools

*Suggested projects for H. E. L. P. students to make.

Six to Seven Months

The infant is growing more independent.

Give him his own spoon to hold during feeding time
*Give him two objects to hold at feeding time, one for each hand

The infant is teething.

*Teething toys and biscuits

Seven to Eight Months

The infant enjoys learning new ways to handle toys.

He will like fitting toys into each other.

Plastic glasses that fit into each other
*Oatmeal box to put toys into

He likes to bang and shake.

*Bean bag

The infant likes action rhymes.

Begin playing pat-a-cake

Eight to Nine Months

The infant continues to grow in independence.

Have safe place large enough for him to crawl around
Give him toys to push - trucks, cars, balls

The infant continues to grow socially.

He pays attention to his name
He copies sounds

Nine to Ten Months

The infant is beginning to understand many words.

Ask, name objects, play, where is it?

*Suggested projects for H. E. L. P. students to make.

The infant is ready to look at pictures.

*Give him his own baby book.

Ten to Eleven Months

The infant likes holding and looking at new toys.
The infant enjoys trying to feed himself.

Eleven to Twelve Months

The infant likes to explore.

Fill a paper bag with toys
*Make a cloth bag and fill with many shaped blocks

The infant likes to explore.

*Use shoe box - cut hole in
*Use large carton so he can crawl in and out

---

*Suggested projects for H. E. L. P. students to make.

Developmental Tasks and Activities with Infants

Talk softly to infant.
Sing to infant and pat him.
Hold, carry and rock infant.
Change infant's position in crib.
Exercise infants' arms and legs by slowly and gently flexing them and stretching them.
Present fingers and rattles for baby to grasp.
Talk to infant and make noises from different parts of the room.
Take baby for walks outside.
Move various objects in patterns which cross the infant's line of vision.
Hold infant in standing position on your lap.
Place colorful mobile over infant's crib.
Talk to baby about objects in his environment.
Mimic sounds baby makes.
Play radio or musical toy near baby.
Introduce baby to a variety of sounds.
Place baby in front of mirror. Talk to baby about what he sees.
Clap baby's hands together.
Place baby's hands around bottle while feeding.
Let baby hold lightweight, safe objects.
Bounce infant on your lap; swing him gently in your arms.
Play games with baby's fingers and toes.
Hold baby in sitting position on your lap.
Give baby items of various textures to touch.
Let baby play on blanket on the floor.
Repeat nursery rhymes to baby.
Encourage baby to roll over.
Encourage baby to imitate shaking head, "Yes" and "No," smile, hand motions.
Prop baby in sitting position for short periods of time.
"Read" to baby from large picture book.
Play "Peek-a-boo" with toys, "Patty-cake."

DEVELOPMENT CHART 0-24 MONTHS

In a familiar setting, in the presence of caring adults, the child will:

	0-3 Months	3-5 Months
Cognitive Sensory	Respond to light. Respond to sound. Anticipate on sight of food.	Scratch table top. Grasp and draw bottle to mouth. Bang or drum on chair. Pull on bib. Recognize different tastes and texture. Turn to sound of voice.
Social Emotional Language	Smile spontaneously. Screw up face. Adjust to arms of teacher. Cry in response to hunger and discomfort. Coo in response to stimulation. Pat bottle.	Respond with smile to stimulation. Lean toward teacher. Leave mother happily. Laugh aloud. Smile at image in mirror. Make smacking noises with lips. Vocalize eagerness on feeding preparation.
Motor Skills	Have total body response. Lift head short distance. Turn from side to back. Turn head to side. Grasp and release rattle momentarily. Hold rattle. Grasp spoon. Kick and flail arms in response to toys or food. Follow moving object 180°.	Hold out arms to teacher. Bounce whole body. Play with hands and fingers. Reach toward mobile in crib. Roll over. Hold head erect in supported sitting position. Bend and flex knees when supported in standing position. Start crawling movements.

	0-3 Months	3-5 Months
Hygiene and Self Help	Wet pants. Wake up. Seek nipple. Suck vigorously. Burp. Expel gas easily. Swallow or spit when given foods. Cough and choke on milk or solids. Wiggle and squirm.	Close in on bottle with both hands. Drink eagerly. Experiment with new foods.
Activities to Promote Objectives	Talk softly. Sing and pat. Hold and carry. Play soft music, use suitable selection of records. Rock and stroke. Take baby in carriage outside. Exercise arms by raising them over head gently. Exercise legs by flexing legs as he lies in lap. Present fingers for baby to grasp. Present rattle for temporary grasp. Allow toy to disappear from line of vision. Tie a bell on booties. Let him hear metronome tick. Talk to him from different parts of the room. Ring a small bell occasionally from different parts of room. Place him nearby for meal time. Remove bumpers so he can see. Place patterned sheet on crib. Change position in crib.	Continue to stimulate hearing and seeing. Place baby on blanket on floor - sit beside him. Place bright toys close to him, plastic blocks, soft clutch balls, bells, rattles. Talk to him, tell him what you are doing; he will not understand but this is the beginning of language. Play peek-a-boo, use blanket in bed to hide face; drop blanket say, peek-a-boo and repeat. Tie in walker and sit behind him and repeat peek-a-boo. Sit in front facing baby, sing nursery rhyme, PATTY CAKE, clapping softly as you sing. Present, attractively, new and solid foods very gradually. Praise him, "You ate all of your dinner." "We had fun doing that." DO NOT TICKLE HIM. Repeat one sound he has made, wait for him to imitate. Give him plenty of time. Put a toy near his hand while he is looking at his hands. Crumple paper so he can hear it. While holding baby in your lap, hold his hands securely so he can pull to a standing position.

	5-9 Months	6-12 Months
Activities to Promote Objective	Continue activities from 3-5 months and add: Sing to him as you work around room. Help him play with his feet. Put pressure on feet; let him push himself. Hold him around waist; let him feel his weight on his feet. Sing to him as he bobs up and down. Place in crib. Allow time to be alone to explore. Talk to him as you leave him alone. Look at picture books. Provide blocks. Provide shape box. Provide one piece puzzle. Provide spoons, noise makers to bang with. Let him feed self with fingers. Drop small block on table to see if he will reach for it. Put two blocks out of easy reach, one to right and one to left. Turn him away from bottle or toy and see if he turns around to look for it. Put water in shallow tub, and allow him to splash. Give him a doll to bathe. Squeeze water from sponge or washcloth and allow him to watch water drip. Encourage him to roll completely over on floor. Give toys with movable parts to explore. Hold him upside down. Crawl towards and away from him on floor. Wave bye-bye.	Imitate speech sounds. Call him by name, other familiar names. Hide-toy games. Let him look at himself in mirror, show his eyes, mouth, nose. Name familiar objects and body parts, wait for him to repeat word. Point and ask where is nose, eyes, etc. Read to him picture stories. Nursery Rhymes. Rhythm records: Let him have things to bang with. Give simple instructions, "Drink your milk," "Eat your cracker." Play simple finger plays - clap hands. Allow climbing on bridge. Encourage standing holding on, praise efforts even when he falls. Provide crayons to scribble. Encourage exploring low shelves.

	9-15 Months	12-18 Months
Cognitive Sensory	Look at books. Recognize familiar objects. Explore environment while he crawls. Pull objects from shelves. Discover that he can return to where he started from. Understand most of what is said to him - jabbers in response.	Point to eyes and nose. Turn pages in book. Point at pictures. Repeat words after teacher. Fill containers and empties. Verbalize "eat," "all gone," "no more," and "good." Follows directions. Pick up toys.
Social Emotional Language	Enjoy water play, splashes. Enjoy being held. Enjoy simple action songs. Enjoy watching other children play. Enjoy playing with familiar household equipment - utensils. Demand to feed self.	Run to mother. Enjoy sand and water play. Imitate housework. Demonstrate jealousy.
Motor Skills	Practice balance - getting up, wobbling and falling down. Practice walking. Scribble with crayon on paper. Roll and squeeze play dough. Thread large wooden beads.	Working two piece puzzles. Ride on trike, bike. Throw large ball. Kick a ball. Walk up steps.
Self Help	Carry coat to locker. Demand to feed self.	Feed self. Sit on potty chair with clothes on. Hold cup steadily.

18-24 Months

Motor Skills	Remove simple garments. Throw ball overhand. Balance on one foot. Jump in place. Tower of 4 cubes. Thread beads. Put feet in shoes.
Self Help Hygiene	Sit on potty chair; beginning of toilet training. Blow nose into tissue. Carry dishes to kitchen. Wash and dry face and hands.
Activities to Promote Objectives	Continue previous activities. Provide warm and positive guidance for intense reactions and feelings. Introduce more books and make-up stories, songs, rhymes, make-up related to self and surroundings. Give two or three directions. Answer questions. Encourage speech. Introduce toilet training. Introduce "playing house," wash dishes, feed dolls, hug teddy bears. Encourage hopping, jumping, and building. Encourage self-feeding, choosing (taking cookies that he touches.) Help children climb down stairs backwards. Praise efforts at negotiating steps.

Vocabulary of Child:

me, mine
I
you
she
up, down
high, low
in, out
cold, hot
good
no
yes

look
big
small
come
go
dog
cat
crying
bye-bye
hi
under

DEVELOPMENTAL CHARACTERISTICS, 18-24 MONTHS

Cognitive Sensory	Puts toys away.
	Builds four cube tower.
	Remembers favorite books, song, and friends.
	Repeats few words in nursery rhyme.
	Combines two or more words.
	Follows two or three directions.
	Uses plurals.
	Uses "mine" and "she."
	Uses "why."
	Learns there are substitutes for what he cannot have.
	Knows his attempts to succeed are acceptable.
Social Emotional Language	Carries and hugs favorite soft toys.
	Plays simple interaction games.
	Feeds doll.
	Feels anger is acceptable.
	Likes to please other - is affectionate.
	Slaps, fights, kicks, resists.
Motor Skills	Removes simple garments.
	Throws ball overhand.
	Balances on one foot.
	Jumps in place.
	Builds tower of four cubes.
	Threads beads.
	Puts feet in shoes.
Self Help Hygiene	Sits on potty chair; beginning of toilet training.
	Blows nose into tissue.
	Carries dishes to kitchen.
	Washes and dries face and hands.
Activities to Promote Objectives	Continue previous activities.
	Provide warm and positive guidance for intense reactions and feelings.
	Introduce more books and make-up stories, songs, and rhymes related to self and surroundings.
	Give two or three directions.
	Answer questions.
	Encourage speech.
	Introduce toilet training.
	Introduce "playing house," wash dishes, feed dolls, hug teddy bears.

DEVELOPMENTAL CHARACTERISTICS, 18-24 MONTHS (Cont.)

Activities to Promote Objectives (Cont.)	Encourage hopping, jumping, and building. Encourage self-feeding, choosing (taking cookies that he touches.) Help children climb down stairs backwards. Praise efforts at negotiating steps.

VOCABULARY OF CHILD:

me	mine	no, yes	look	I	big	crying	you
she	go	good	small	cat	dog	in, out	come
up	under	bye-bye	down	high	cold	hot	

MOTOR DEVELOPMENT FROM ONE MONTH TO TWO YEARS

1 month	moves head extends and flexes arms
3 months	gains control of twelve tiny muscles which move the eyes holds up head
6 months	commands muscles which support his head and move his arms reaches for things
9 months	gains command of his trunk and hands sits up grasps, transfers, and manipulates objects
1 year	gains command of legs and feet gains command of his forefinger and thumb stands upright holds single block in one hand while grasping for another
18 months	partial command of legs seats self on chair pulls wheeled toys as he walks places one block upon another on first attempt throws ball turns pages of a book
2 years	runs jumps down one step with one foot ahead of the other walks up to a ball and kicks it increases speed of steps without losing balance wiggles thumb and tongue turns pages methodically snips with scissors strings beads with needle

Adapted from CCEM

MOTOR SKILLS, FOUR TO SIX YEARS

4 years	can do a running broad jump and a standing broad jump skips balances on one foot for several seconds throws a ball overhead with strength thrusts knitting needle into a small hole buttons clothes laces shoes draws the representation of some single item or detail draws a cross folds paper three times, the last time making a diagonal fold
5 years	skips smoothly stands on one foot and balances on toes plucks a dozen pellets one by one and drops them into a bottle in about twenty seconds brushes teeth combs hair washes face draws recognizable man draws a copy of a square or a triangle
6 years	involves self in very active play balances body in space through climbing objects like trees or small buildings wrestles swings builds blocks higher than shoulder level manipulates tools pulls things apart and puts them together again draws freehand draws various objects extends tongue manipulates mouth blows through lips bites lips tries to build blocks accurately cuts and pastes molds clay into objects makes crude structures with carpentry tools

Adapted from CCEM

Social and Emotional Development

General: Understanding of the social and emotional needs of children and ways of meeting those needs.

Objectives:

1. to become aware of the baby as a human being.
2. to become familiar with stages of child development and their sequence.
3. to recognize the fact of individual differences in children.
4. to recognize common fears of young children.
5. to recognize those characteristics of a child's development which have been influenced by his home environment.
6. to be sensitive to children's feelings and qualities of young thinking.

Content: Erikson's 8 Stages of Man "A Child's World"

1. Basic trust vs. mistrust
2. Autonomy vs. shame, doubt
3. Initiative vs. guilt
4. Industry vs. inferiority
5. Identity vs. role confusion
6. Intimacy vs. isolation
7. Generativity vs. stagnation
8. Ego-integrity vs. despair

Maslow's basic needs: Physiological, Safety, Love, Esteem, Self-actualization

Materials:

"There's a Dragon Under My Bed"
Co-operative Extension
University of Connecticut
Storrs, Conn.

"Your Child's Fears"
Ross Laboratories
Columbus, Ohio

"Fear, Anger, Dependence"
Exploring Childhood-Seeing Development Series

SOCIAL AND EMOTIONAL DEVELOPMENT: PRETEST

1. Do children have emotions? How do they show them if they have them?

2. List ways to show a baby or small child love:

3. How could you help a child understand his fear of dogs or the dark?

4. Is it normal for an 8 month old baby to be frightened of strangers?

5. List 5 signs of social growth and development and how does the baby show his want for other people?

Learning Experiences:

1. Define Emotions: Give examples of emotional behavior in a child.
2. Analyze the first 3 stages of Erikson - show ways a child may develop each stage - pros and cons - refer to "A Child's World."
3. Discuss what Maslow means by his order of basic needs - Why must physical needs be met before the child can feel safe and then love, etc.?
4. Name childhood fears you experienced.
5. Suggest ways parents may help a child understand his fears.
6. Watch some children's TV programs: do they show any childhood fears? Do the same for fairy tales.
7. List ways you can show love for your baby. Why is love important? List acts that show lack of love. Give suggestions to avoid these situations.
8. Read pages 41-46 "Your Baby Grows" Cooper HEW booklets. List reasons why a young infant gets frightened.
9. Explain why it is considered normal development for a six month old child to become frightened of stranger - read p. 3 of "Learning More Each Day" HEW Booklet.
10. Collect pictures of young children and babies from magazines. Pick one picture and describe in one sentence what the child is thinking or feeling.
11. Identify characteristics of a desirable home.
12. List desirable and undesirable conditions found in a home and discuss how these conditions may affect the growth and development of a child.
13. Identify the sequence of development of social responses in infants and toddlers.
14. Identify five emotional needs of infants and toddlers and an example of how each may be expressed by the child.

15. From magazines, gather pictures of the following:

A child:
  (a) standing upright
  (b) reaching for a toy
  (c) holding his head up (infant)
  (d) sitting by self on chair
  (e) holding one block while pulling a wheel toy
  (f) pulling a wheel toy
  (g) stringing beads

From these j pictures, put them in order according to ability and age of the infants.

16. Make a list of emotional and social skills for various age levels. (Refer to page 208). Check off each item when you recognize your infant behaving in the described manner.

17. List some causes of bedtime fears. How can you, as a parent, help your child understand his fears. Read "There's A Dragon Under My Bed" (Co-operative Extension Services) and "Your Child's Fears" (Ross Lab).

18. Experiment with Fear, Anger, Dependence Booklet - see if you can find reasons why a child may be fearful of something. Are adults also afraid?

19. Trace the social development of a child by using chart "Directions in Development."

20. Using child development chart (State Health Dept.) for each age level, underline behaviors which show emotions (feelings) or social interaction.

Social Development Worksheet

Identify the sequence of development of social responses in infants through toddlers:

_______ Babbles and coos

_______ Changes expression when mother or caretaker approaches

_______ Becomes quiet and listens to calm, soft voice

_______ Smiles in a response to familiar voices

_______ Laughs aloud

_______ Shows preference for one family member

_______ Loves his own mirror image

_______ Shy around strangers, but likes to be near adults

EMOTIONAL AND SOCIAL SKILLS

1 Month

Reacts positively to comforts and satisfactions
Reacts negatively to pain and denials
Cries
Listens

3 Months

Coos with personal contentment
Chuckles
Laughs aloud
Imitates a social smile
Smiles and vocalizes when someone approaches

6 Months

Amuses self for long periods
Smiles at onlookers whether they are familiar or strangers
Listens to words spoken by others
Listens to his own vocalizations

9 Months

Begins to tell between those who are familiar or strangers
Imitates gestures, facial expressions, and sounds
Understands, "no"
Likes to have people around
Smiles at own mirror image
Shows shyness when greeted by stranger

1 Year

Likes an audience
Repeats performances which others laugh at
Enjoys all sorts of to and fro household play
Begins to read accurately emotions of others
Capable of fear, anger, affection, jealousy, anxiety, and sympathy
Responds to music

2 Years

Remains self-centered
Recognizes and names himself when seeing self in mirror
Contacts playmates physically but not socially
Limits play to solitary play or parallel play
Stays away from strangers
Shows symptoms of pity, sympathy, modesty, and shame
Smiles at praise

EMOTIONAL AND SOCIAL SKILLS: THREE TO SIX YEARS

3 Years

can tell the difference between self and others
desires to please others and wants to adapt
feels prolonged anxiety
capable of jealousy
fears very specific things
tries to make others laugh through his own laughter
growth of interest in social play, but still prefers solitary or parallel play
wants to imitate
begins questioning
expresses emotions in words rather than physically, more frequently

4 Years

self-reliance in personal habits
goes about tasks more carefully
makes more uninvited comments
makes social approaches and spends time in social play groups, usually with two or three playmates
shares possessions
tries to react socially
makes alibis
becomes self-critical and self-appraising
shows unreasonable fears at times
makes up stories
cannot tell between truth and fable

5 Years

can fit into a very simple type of culture and make decisions
purposeful, patient, persistent, careful, generous,outgoing, friendly, develops poise, has pride in possessing
capable of having and keeping friends
aware of rivalry
conscious of mild deception and cheating
senses shame, disgrace, and status
becomes anxious and shows unreasonable fears at times
shows self-assurance
has confidence in others
conforms socially

6 Years

outbursts of screaming, temper-tantrums and striking at parent(s)
begins to understand humor
becomes happy and expresses joy at accomplishment
likes praise
unidentified sounds and objects cause fears
fears deformities and injury

OBSERVABLE SEQUENCE IN CHILD'S SOCIAL DEVELOPMENT

0 - 6 months	Responds to lifting or touching Responds to a smile with a smile Becomes interested in father and siblings
6 months	Plays games like "peek-a-boo" Throws objects to play "game" with adult or older sibling as a retriever or to hide from family member
18 months	Plays beside rather than with another child
2 years	Uses words in a social exchange
2½ years	Is negative and frequently involved in "squabbles"
3 years	Seeks friends and begins to play cooperatively
4 years	Shows interest in peers rather than parents (adults) Shares toys and possessions more readily Seeks approval of others Verbalizes continually during play
5 years	Participates in group play with children of the same age and sex but has short interest span Is learning to conform
6 years	Is very possessive of belongings; aggressive and stubborn Participates in organized games rather than informal group activity Identifies more with adults than with children

Safety and Accidents

General: Develops sensitivity for potentially hazardous situations for young children to prevent accidents.

Objectives:

1. to become familiar with safety prevention in the home.
2. to be prepared to deal with emergency situations.
3. to become familiar with administration and first-aid techniques.
4. to recognize symptoms of illness in small children.

Content:

First-aid is the immediate temporary care given in case of accident or sudden illness before services of a physician can be secured.

Materials:

"Young Children and Accidents in the Home" (Pub. #74-34)
U.S. Dept. of HEW
Office of Child Development
Washington, D.C. 20201

"Accidents and Children" (Pub. #48-1959-68)
U.S. Dept. of HEW
Office of Child Development
Washington, D.C. 20201

"Protecting Infants and Toddlers from Being Poisoned"
Procter & Gamble
Cincinnati, Ohio 45201

"Protecting Infants and Toddlers from Accidents"
Procter and Gamble
Cincinnati, Ohio 45201

"Care for Two: Baby and You"Safe and Sound"
Lawson
Elk Grove, CA

"A Handbook of Child Safety"
Gerber Products Co.
Fremont, Michigan 49412

"Crib Safety: Keep Them on the Safe Side"
U.S. Commission of Product Safety
Washington, D.C. 20207

"Childhood Poisonings"
U.S. Commission of Product Safety
Washington, D.C. 20207

"The End of the First Year"
Cooper
U.S. Dept. of HEW
Office of Child Dvpmt.
Washington, D.C.

Safety Accidents and Emergencies Pretest

Can you prevent a serious home accident from happening to your child?

YES NO

1. Household cleaners - detergents, furniture polish, oven cleaners, bleach - can be safely stored under the sink if you warn your toddler never to touch or play with them.

2. If the phone or doorbell rings while you're busy with your baby, a safe place to leave him is on your bed because you will be gone for just a moment.

3. When you're cooking or serving meals, a good play-spot for your toddler is the kitchen floor where you can keep an eye on him.

4. A normal child will never drink bleach, bug killers, or kerosene because they taste awful.

5. You accidentally add salt instead of sugar to the baby's formula. The formula may not taste good, but at least it won't hurt the baby.

6. When your child refuses to take aspirin or medicine your doctor prescribed, tell the child it is "candy" to encourage him to take the medicine.

7. Toddlers can be left alone in the bathtub or wading pool if you are careful to put in no more than one or two inches of water.

8. Toddlers will not try to touch the flames in a barbecue or a fireplace because the heat will frighten them away.

Learning Activities

1. Take a "child-eye" tour of your house - remove objects that a child could break or get hurt on - check the house for electric plugs, sharp furniture corners, electric cords, access to knives or scissors, etc.

2. Identify abilities of various aged children - what things can they get into - what special safety precautions should be stressed at this age? Refer to Handbook of Child Safety.

3. Compile a list of suggestions to prevent poisoning for mothers with young children. Publish in local newspaper.

4. Make an emergency phone number wall plaque to hang on or near the telephone. Use 1 or 2 tongue depressors and packaging tape. Slide tongue depressors behind top of wall phone.

5. List signs of illness in an infant.

6. Define communicable disease. How can immunization prevent disease. Make a chart of immunizations that your child should receive and at what age.

7. Inspect your infant's area at home. Use check list provided to insure safety for your infant.

8. As your infant grows more safety precautions should be observed. Use check list for "safety for toddlers" to inspect your home for safety.

9. Bathing, falls, toys, sharp objects, smothering seem to be the major areas of children's accidents. Choose an age level of a young child and specify specific conditions that should be watched for each of those topics listed.

   Example: 4 to 12 months

   Bath - should watch and check the temperature of the water and drowning.

10. First-aid techniques may save a child's life. Learn to administer at least one first-aid technique listed on pages 222 - 226. "First-Aid and Emergency Care." Each student should select one injury and give symptons and first aid measures to take - demonstrate the technique on a classmate.

11. Invite a physician to speak on childhood poisonings.

12. Investigate community agencies which help in emergency situations or poisoning.

13. Name points to look for when purchasing a crib. Inspect your crib to insure its safety. Read "Crib Safety" pamphlet.

14. Prepare bulletin board for the prevention of one of the following: falls, foreign objects, suffocation, motor vehicle accidents, poisoning, burns, drowning. Consult "Protect Infants and Toddlers from Accidents" for ideas.

15. In each room of your home are items, objects and products that are potentially hazardous to a young child. List as many as you can think of. "Protecting Infants and Toddlers from Being Poisoned" gives a list of products which are poisonous.

16. Prepare your home to face an emergency. Paste phone number near phone, obtain a first-aid chart and practice the techniques. Prepare a first-aid kit, list items you will need. Ask a physician to suggest medicines one should keep on hand - such as, baby aspirin and decongestants.

17. Read page 32, "The End of the First Year." List things babies get into.

18. Complete ditto sheet "Safety First" from packet "Care for Two."

19. Complete pages on Accident Prevention and Danger Spots in the Home, pages 43 to 46 and pages 53 to 56 in Safe and Sound (Lawson, Elkgrove, CA.) Also, "First-Aid" sections of this book, pages 64-69 and pages 78-83.

20. Identify five or more possible emergencies and describe ways to manage each.

21. Read points to poison-proof your home in "Consumerism," March 22, 1976.

22. List safety precautions for toddlers in the home, outdoors and at the beach.

Everyday Products--Poisons to Children

Most parents are aware of the 1/4 million products which can be called "Poisons in the Home." Cosmetics, first aid supplies, prescription drugs, pesticides, cleaning chemicals all fit into this group.

Even thoughtful parents sometimes forget the little things which can make an accident a tragedy:

1. Medicine or cosmetics you keep in your pocket-book (or sports jacket) can be just as harmful as those locked in a cabinet. Be sure all containers have safety-lock tops.

2. Never pour a left-over "poison" into a food container of any kind, even if it's labeled. Young children can't read.

3. What is a "safe" storage place one month might not be the next month. Young children quickly learn to open new cabinets, climb to higher heights, spray aerosol cans, open different containers, or explore basement, attic and garage alone.

4. Always put "poisons" away immediately after use - it doesn't matter how safe the storage spot is, if the substance is left out.

Watching children is certainly a 24-hour-a-day job. But when a child's safety is the reward, vigilance pays!

by Carmen Burrows

Reprinted from Connecticut Cooperative Extension Service

SYMPTOMS OF ILLNESS IN AN INFANT

Fever - temperature over 101°
Pallid - little color
Listless - moves slowly and without interest
Unusually restless - over active
Convulsions - violent muscle contractions
Bad cough
Runny nose
Diarrhea - frequent, runny stools
Vomiting - throwing up or regurgitating food
Colic - severe pain in intestine
Rash - any eruptions on skin
Hives - raised itchy welts on the body
Eczema - small areas of scaly, itchy rash
Impetigo - small, separate blisters filled with fluid

PREVENTION OF COMMUNICABLE DISEASE

Protection of infants from exposure to disease.

- Limit number of persons caring for infant
- Avoid crowded areas
- Carefully clean and sterilize all dishes and utensils used by infants
- Keep infant's utensils separate from other utensils
- Require all caregivers to have necessary immunizations

Provide infant with immunization against disease on an approved schedule.

Provide special immunizations as recommended by physician after known exposure to communicable disease.

SAMPLE

SAFETY IN INFANT CARE

Name of Student ____________________ Date ______________

Area Observed ____________________

YES NO

SLEEPING AREA

____ ____ Is crib painted with lead free paint?

____ ____ Are bars of cribs so close together that child cannot poke head through?

____ ____ Do crib sides lock in place tightly?

BATH AREA

____ ____ Are all medications out of reach of infants?

____ ____ Are precautions taken against scalding and drowning?

FEEDING AREA

____ ____ Are controls and burner of stove out of infant's reach?

____ ____ Are cleaning materials out of reach of crawling baby?

____ ____ Are insect poisons out of reach of crawling baby?

PLAY AREA - INDOOR

____ ____ Are electrical outlets covered?

____ ____ Are lamp cords, toaster and iron cords out of infant's reach?

____ ____ Are stairs closed with a gate or door?

____ ____ Are window and door screens securely fastened?

____ ____ Are wooden floors free from slivers?

____ ____ Are rugs provided near chairs and other items baby may pull up on and fall back?

____ ____ Are play pens provided for times when baby cannot be watched constantly?

____ ____ Is the telephone out of infant's reach?

____ ____ Are there any cabinets or toy chests a child might crawl into?

____ ____ Are painted toys and surfaces lead free?

SAMPLE

SAFETY FOR TODDLERS*

Name ______________________ Date ______________

Place of Observation ______________________

Directions: Check the appropriate box for each item observed in a setting for toddler care.

Characteristics of Toddlers	Safety Hazards	Measurements of Prevention	Yes	No	Needs Improvement
Investigates, climbs, opens doors and drawers; curious, takes things apart, may put objects in mouth; likes to play; moves about constantly; tries to do things alone; imitates; runs and is lightning fast; is impatient with restraint.	Gates, windows doors	Use safety gates to keep children in safe areas.	___	___	
		Keep doors leading to stairways, driveways, and storage areas securely fastened.	___	___	
		Use window guards or open windows from top only.	___	___	
		Keep screens locked and nailed.	___	___	
		Keep away from windows any pieces of furniture on which child could climb.	___	___	
	Play areas	Keep extension cords and unprotected electrical outlets out of children's reach.	___	___	
		Cover hot radiators.	___	___	
		Fence the playground.	___	___	
		Provide sturdy toys with no small removable parts; of unbreakable material and with lead-free paints.	___	___	
		Use tables with blunt corners.	___	___	
		Securely anchor all rugs, shelves and bookcases.	___	___	
		Use safety plugs in electrical outlets and do not use extension cords.	___	___	
		Keep small objects out of reach of children.	___	___	

Characteristics of Toddlers	Safety Hazards	Measurements of Prevention	Yes	No	Needs Improvement
		Keep electrical cords to appliances out of reach of children.	—	—	
		Have periodic electrical inspection and fire inspection of entire center.	—	—	
	Poisons	Keep all cleaning supplies and medicines locked away from children.	—	—	
	Burns	Provide guards for wall heaters, registers, floor furnaces.	—	—	
		Have available fully charged fire extinguishers and train each employee in their use.	—	—	
	Emergencies	Make arrangements with physician or hospital for emergency treatment.	—	—	
		Keep current information on how to contact parents or guardian.	—	—	
		Keep up-to-date list of persons to whom child may be released, and personally identify individual before releasing child to his/her custody.	—	—	

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*Adapted from "Caring for Infants in Day Care Centers," Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506 and "Day Care: Health Services," U.S. Dept. of Health, Education and Welfare, Washington.

SAMPLE

ACCIDENT PREVENTION MEASURES*

Age	Characteristics	Accident Hazards	Measures for Prevention
Birth to 4 Mos.	Eats, sleeps, cries	Bath-Scalding	Check bath water with elbow. Keep 1 hand on baby.
	Rolls off flat surfaces. Wiggles	Falls	Never turn back on baby who is on table or bed.
		Toys	Select toys that are too large to swallow, too tough to break with no sharp points or edges.
		Sharp objects	Keep pins and other sharp objects out of baby's reach.
		Smothering	Filmy plastics, harnesses, zippered bags, and pillows can smother or strangle. A firm mattress and loose covering for baby are safest. Babies of this age need complete protection.
4-12 Mos.	Grasps and moves more. Puts objects in his mouth.	Play areas	Keep baby in a safe place near attendant. The floor, full-sized bed, and yard are unsafe without supervision.
		Bath	Check temperature of bath water with elbow. Keep baby out of reach of faucets. Don't leave him alone in bath for any reason.
		Toys	Large beads on strong cord and unbreakable, rounded toys of smooth wood or plastic are safe.
		Small objects	Keep buttons, beads, and other small objects from baby's reach. Children of this age still need full-time protection.

*"Day Care--Health Services" A Guide For Project Directors and Health Personnel, U.S. Department of Health, Education and Welfare; Office of Child Development; Superintendent of Documents; United States Government Printing Office, Washington, D.C.; Stock No. 1791-0162.

Age	Characteristics	Accident Hazards	Measures for Prevention
4-12 Mos. (Cont.)		Falls	Don't turn your back on him when he is on an elevated surface.
		Burns	Place guards around registers and floor furnaces. Keep hot liquids, hot foods, and electric cords on irons, toasters and coffee pots out of baby's reach. Use sturdy and round-edged furniture. Avoid hot steam vaporizers.
1-2 Yrs.	Investigates, climbs, opens doors and drawers; takes things apart; likes to play	Gates, windows, doors	Keep doors leading to stairways, driveways and storage areas securely fastened. Put gates on stairways and porches. Keep screens locked or nailed.
		Play areas	Fence the play yard. Provide sturdy toys with no small removable parts and of unbreakable material.
		Water	Never leave child alone in tub, wading pool, or around open or frozen water.
		Poisons	Store all medicines and poisons in locked cabinet. Store cosmetics and household products, especially caustics, out of reach of child. Store kerosene and gasoline in metal cans and out of reach of children.
		Burns	Provide guards for wall heaters, registers and floor furnaces. Never leave children alone in house.
			Close supervision is needed to protect child from accidents.
2-3 Yrs.	Fascinated by fire. Moves about constantly. Tries to do things alone. Imitates. Runs and is lightning fast. Is impatient with restraint.	Traffic	Keep child away from street and driveway with strong fence and firm discipline.
		Water	Even shallow wading pools are unsafe unless carefully supervised.
		Toys	Large sturdy toys without sharp edges or small removable parts are safest.

FIRST AID AND EMERGENCY CARE*

FIRST AID is the immediate temporary care given in case of accident or sudden illness before the services of a physician can be secured. It includes procedures that can be applied by non-medical persons to prevent further injury and reduce suffering.

CONTENTS OF FIRST AID KIT

Sterile gauze pads, 3" x 3", 2" x 2"
Bandage, 1" rolls, 2" rolls
Medical bandage, assorted sizes
Absorbent cotton
Adhesive tape
Triangular bandage (for sling), 30"x40"
Tweezers
Scissors (bandage)
Disposable tissue or tissue wipes
Medicine droppers
Soap

Paper towels
Alcohol (70%)
Wooden applicators and toothpicks
Cotton tipped wooden applicators
Tongue depressors
Paper cups
Covered glass jars, one large enough for tongue depressors and long applicators (2 or 3)
Emesis basin
Hand basin
Ice bag

ABRASION OR SCRAPE OF SKIN

Wash with soap and warm water.
Dry well and apply sterile dressing.

BITES, ANIMAL AND HUMAN

Clean thoroughly under running water using gauze pad and soap. Rinse.
Apply sterile dressing.
Notify parent.
If animal bite, identify and obtain owner's name and address if possible.
Urge parents to seek medical care.

BLOW ON HEAD OR FACE

Keep child lying down, head slightly elevated. Maintain clear airway.
If unconscious, notify parent, call physician, or take child to hospital immediately.
If conscious and no visible evidence of swelling or bleeding or difference in the size of child's pupils, observe the child and notify the parents.

*Prepared by Day Care Advisory Committee or Texas Department of Public Welfare, and approved by the State Department of Public Health. Published and distributed by Texas Department of Public Welfare, John H. Reagan Building, Austin, Texas 78701.

BURNS

Minor Burns (a small reddened area, no blister formation):
Hold under cold running water or apply ice pack to burned area for 2 to 3 minutes, or plunge into ice water.
Notify parent when she comes for child.

Severe Burn (blisters or skin destruction):
Cover loosely with dry sterile pad, or if large area of the body is involved, cover with clean ironed sheet or pillow case for protection.
Do not clean or pull clothing over burned area. Notify parent.
Seek immediate medical care. Transport to hospital if necessary.

COLDS - COUGHS

Do not admit children with discharging nose or eyes nor those complaining of or showing evidence of sore throat, coughing, sneezing or fever.
Isolate all children developing these signs after admittance.
Notify parent and exclude the child from the center.
Encourage parent to seek medical care.

COMMUNICABLE DISEASES, SUSPECTED

Isolate any child with signs or symptoms of communicable disease.
Notify parent and exclude the child from the center. Urge parent to seek diagnosis and care.

CONVULSIONS AND SEIZURES

Do not restrain the convulsive movements or try to move child during the seizure. Prevent child from injuring himself by striking objects.
Following any convulsion the child should be allowed to rest. Keep quiet, loosen clothing.
Notify parent and urge parents to seek medical care.

CUTS

Slight Cut: Wash well with soap and warm water.
Apply a sterile dressing such as adhesive tape bandage or gauze square.

Extensive or Deep Cut: Cover with sterile gauze and bandage.
Apply gentle pressure to stop bleeding.
Notify parent and urge parents to seek medical care.

CUTS

Slight Cut: Wash well with soap and warm water.
Apply a sterile dressing such as adhesive tape bandage or gauze square.

Extensive or Deep Cut: Cover with sterile gauze and bandage.
Apply gentle pressure to stop bleeding.
Notify parent and urge parents to seek medical care.

CUTS (Cont.)

Excessive Bleeding: Keep child lying down and quiet.
Cover with sterile gauze and bandage. Apply pressure over the area with your hand. Elevate wounded part.
Notify parent. Seek immediate medical care. Transport to hospital if necessary.

Puncture Wounds - Or When Wound Occurs Out-of-Doors: Wash with soap and water.
Notify parent.
Urge family to consult with physician (a tetanus booster may be indicated).

EARS

Discharging Ears: A child with discharging ear or ears should be under medical supervision. If child is not under medical supervision, he cannot remain in day care center.

Earache: No treatment.
Notify parent and urge parents to seek medical care.

FALLS

Minor: Make child comfortable.
Apply ice bag to superficial lumps or swellings.

Major: Keep child at rest. Observe for headache, vomiting or drowsiness.
Notify parent and urge parent to seek medical care.

FOREIGN BODIES

Ear, in external canal: Do not attempt to remove.
Notify parent and urge parent to seek medical care.

Eye: Do not permit child to rub eye. Flush eye with clean water, applied from medicine dropper. If it does not flush out, notify parent, and urge parent to seek medical care.

Nose: Do not attempt to remove.
Notify parent. Urge parent to seek immediate medical care.

Throat, choking: Attempt to dislodge any foreign object.
If child cannot cough up foreign body lodged in throat, turn him upside down and slap vigorously on the back between the shoulder blades.
Rush to physician or to hospital of foreign body is not dislodged.
Notify parent.

GASTRO-INTESTINAL

Nausea and Vomiting: Isolate the child from the other children.
Have child rest on cot, head to one side. Give nothing by mouth.
Notify parent, and exclude child from the center. Urge parent to seek medical care.

HEADACHE

Have child rest in a quiet room away from other children.

Apply cold wet cloth to forehead.

Notify parent, and encourage parent to seek medical care.

NOSEBLEED

Have child sit up with head slightly forward so that blood will not run back into the throat.

Hold nostrils together with pressure over middle part of nose for about 5 minutes by the clock. Do not allow to blow or pick the nose. Application of cold to the nose may be tried. Keep quiet.

If Not Controlled And Bleeding Continues: Notify parent, and seek medical care.

PEDICULOSIS (bugs or head lice)

Isolate the child from the other children. Notify parent to come for the child. Urge medical care. Examine all other children for evidence of nits.

Examine the child privately for readmitting.

POISONING

Call physician immediately. If container is available, use antidote recommended on label.

If patient is conscious, induce vomiting, except for lye, other caustics, and petroleum products. If antidote or poison is unknown, give patient milk.

SKIN INFECTIONS

Some skin conditions are highly communicable. The diagnosis of skin condition should be made by a physician.

Do not admit child with skin condition until physician declares in writing the condition is non-communicable.

SPLINTERS

Slight: If superficial, remove with tweezers. After removal, wash with soap and water. Cover with sterile gauze or adhesive tape bandage.

Deeply Imbedded Or Under Fingernail: Do not attempt to remove. Notify parent, and encourage parent to seek medical care.

SUSPECTED FRACTURES AND DISLOCATIONS

Avoid manipulation and movement of affected parts. Cover broken skin loosely with sterile dressing.

Notify parent and physician immediately.

Call for expert help.

STINGS AND INSECT BITES

Apply cold wet applications for 5 minutes.
Apply alcohol.
If Known To Be Hypersensitive: Notify parent and physician immediately.
Watch carefully for excessive swelling, or difficulty in breathing.

TEETH

Toothache: Notify parent, and encourage parent to seek dental care.
Tooth Injury: Control bleeding by instructing child to bite on sterile piece of gauze.
If tooth is knocked out, find the tooth if possible and wrap in sterile gauze.
Send it with the child to the dentist.
Notify parent, and urge parent to seek immediate dental care.

Bathing

General: to become familiar with daily, hygenic procedures to cleanse and protect infant's skin.

Objectives:

1. to manage the task of bathing an infant.
2. to become familiar with safety precautions to follow when bathing an infant.

Materials:

"Keeping Baby Clean"
Johnson & Johnson
New Brunswick, N. J. 08903

Learning Activities:

1. Identify reasons for bathing infant.
2. Assemble supplies needed for bathing infants.
3. Compile a list of precautions to follow when giving an infant a bath.
4. Using a doll, bathe an infant following guidelines set forth in "Keeping Baby Clean" pamphlet.
5. Explain procedures to follow to clean nose and ears of infant.
6. Have classmates rate you as you prepare and bathe an infant (doll). Use checklist "Bathing a Baby."

Bathing Pretest

Answer the following sentences true or false:

1. _____ The baby's bath in the early months should be given before the feeding.

2. _____ A baby should be given his bath after he eats during the early months.

3. _____ As the baby gets older it might be better to give him his bath after supper.

4. _____ The baby should be given his bath in a fairly warm room.

5. _____ It is common for most mothers to give their babies a complete bath more than twice a week.

6. _____ In cold weather, it may not be necessary to give a complete bath more than twice a week.

7. _____ It is especially important for the baby to be clean around the mouth and diaper area.

8. _____ The baby should be given a sponge bath around the diaper area on the days a complete bath isn't given.

9. _____ It is often advised that a tub bath should be given before the baby's navel is healed.

10. _____ A sponge bath can be given on a table or on the mother's lap.

11. _____ A piece of waterproof material should be placed under the baby when given a sponge bath.

12. _____ If a baby is given a sponge bath on a table, the mother must be careful to see that he doesn't roll off.

13. _____ Babies can turn over quickly and accidents have happened where babies have fallen off sinks and tables.

14. _____ When the baby is older, he can be given a tub bath.

15. _____ The mother should have everything at hand before giving a tub bath.

Pretest (Cont.)

Answer the following questions in complete sentences:

1. What temperature should the baby's bath water be?

2. What is a good way to check the baby's bath water?

3. How should the baby's bath water feel?

4. How should the baby be held when given a tub bath?

5. What part of the baby should be washed first?

6. How often should the baby's scalp be soaped?

7. How should the baby be dried?

8. What part of the baby's ears should be washed?

9. Why should the mother check the baby's nose when she washes him?

10. How should baby powder be put on the baby?

Bathing a Baby

Date ______________________ Student ______________________

Evaluator ______________________

Item	Satisfactory	Improvement Needed	Remarks
Handles infant gently but securely	____	____	
Collects all necessary materials	____	____	
Arranges equipment conveniently	____	____	
Checks room temperature and eliminates drafts	____	____	
Uses recommended "holds"	____	____	
Tests water and adjusts to proper temperature (98°F)	____	____	
Talks to baby and shows affection as he/she proceeds	____	____	
Protects and pads work surface with towel or pad	____	____	
Keeps infant covered	____	____	
Cleans ears and nose	____	____	
Supports young baby during bath	____	____	
Works quickly and uses class approved techniques	____	____	
Dresses baby quickly and appropriately	____	____	

Diapering

General: To become familiar with procedures for diapering an infant.

Objectives:

1. To evaluate characteristics which influence diaper selection.
2. To become familiar with techniques for diapering a child.
3. To follow good health measures in care of diapers.

Content: Consideration of cost, comfort, performance and convenience should enter into the choice of diapers.

Materials: "Care for Two - Baby and You"
Diaper Comparison
Proctor & Gamble

"Bringing Up Baby"
Life Cycle Library
Kimberly-Clark Co.

Learning Activities:

1. List and describe various types of diapers available.
2. Compare types of diapers for cost, care, dryness. Use comparison project sheet.
3. Demonstrate correct diapering procedures - use page 16 "Bringing up Baby" booklet.
4. Rate your diapering skill according to check list provided.
5. Compile a list of health habits to follow to prevent diaper rash.

How To Diaper a Baby

Cleanse the diaper area with cotton and a little baby oil or lotion. Or wash with mild soap and warm water, using a clean soft cloth. Rinse and pat dry. Make sure skin folds and creases are clean and dry. Frequent changing helps to prevent diaper rash. If rash does appear, apply some cornstarch and let baby go without a diaper for brief periods of the day. You might also ask the doctor for a special ointment.

Using Baby-shaped "Kimbies" soft, disposable diapers, follow these easy steps:

- Unfold diaper. Do not pull apart glued folds in the center. The exclusive pre-fold is designed for snug, comfortable fit. Do not remove protective strips from the Safety Tapes.
- Slide absorbent side of diaper under baby's buttocks. Apply a little powder or lotion, if desired.
- Bring front of diaper up between baby's legs. To assure snug leg fit, adjust the folds between the legs.
- Fit diaper snugly around baby's waist. Lap back of diaper over the front until diaper fits snugly around baby's tummy and legs.
- Position tape near top edge of the front of the diaper. Pull off protective strips and dispose of them in a waste container. Smooth Safety Tapes into place.

To change, remove diaper. Empty if soiled. Fold, keeping waterproof covering on outside. Reuse tapes to seal, and throw away in appropriate waste container.

Diapering an Infant

Date ______________________ Student ______________________

Evaluator ______________________

Item	Satisfactory	Improvement Needed	Remarks
Handles infant gently, securely	___	___	
Collects all necessary materials within reach - diaper, tissue or wash cloth, powder or ointment	___	___	
Places infant in safe position	___	___	
Does not leave infant unattended	___	___	
Puts pins in safe place	___	___	
Disposes of soiled diaper properly	___	___	
Folds diaper neatly and to appropriate size	___	___	
Places pins securely in horizontal position	___	___	
Pins diaper snugly in place without being tight or binding	___	___	
Talks to and cuddles infant, and shows affection as he/she works	___	___	

Infant Feeding

General: To comprehend feeding schedules, precautions and methods during the first year of life.

Objectives:

1. To become familiar with formula products available for infants.
2. To compile a schedule for the introduction of foods to the baby through the first year of life.
3. To discriminately choose prepared baby foods.

Content: Baby has special needs for iron due to rapid increase in growth, blood volume and need for hemoglobin. Prevention of iron deficiency is simple through prolonged use of iron fortified infant formulas and iron-fortified cereals and the feeding of iron-rich solid foods.

Materials Needed:

Sources of iron - "Feeding Your Baby" - Ct. State Dept. of Health
"Now Your Baby is On a Bottle" - Ct. State Dept. of Health
"Now Your Baby is Ready for Solids" - Ct. State Dept. of Health

"How to Fix Your Baby's Formula" - Ross Laboratories

"Foods for Baby and Mealtime Psychology" - Gerber Products Co.,
Freemont, Michigan 49412

"Baby Care" - Johnson & Johnson, New Brunswick, N.J. 68903

"How To Make a Baby's Formula by 3 Methods" - Evaporated Milk Assoc.,
910 Seventh kSt., Washington, D.C. 20006

Key to Pre-Test (on following page)

1. Beef

2. 1. strained beef
   2. liver
   3. turkey and veal meats
   4. barley cereal with iron (box)
   5. peaches

3. 1. formula
   2. strained fruits
   3. strained vegetable
   4. strained meats
   5. juice
   6. egg
   7. table food

Pre-Test - Infant Feeding

I. Which baby food would give you the best buy? (Both jars cost 28¢)

strained chicken and chicken broth	OR	strained beef and beef broth
Ingredients: Chicken Broth, chicken, chicken giblets, salt		Ingredients: Beef, water, salt

II. Check the food items in each pair below that will give you the best buy:

1. strained beef
   beef and veg. dinner
2. liver
   vegetable-meat junior food
3. turkey and veal meats
   turkey and veg. soup
4. barley cereal with iron in box
   barley cereal in jar
5. fruit dessert
   peaches

III. Number the following foods in the order that they are to be fed to a growing child from infancy on up.

Strained fruits

Formula

Juices

Strained meats

Table Food

Strained vegetables

Egg

Suggested Learning Activities:

1. Visit your neighborhood supermarket - baby food section. Survey formulas available, price and types of baby foods.
2. Examine pamphlets which suggest rules for feeding schedules of infant up to first year. Compile your own feeding guide - incorporating the best ideas - hold off on solids awhile (to prevent possibility of a fat baby), extend iron-fortified formulas, iron rich foods to prevent iron deficiences.
3. Collect baby food labels - compare ingredients.
4. Discuss ways one should shop for baby food.
5. Explore ways of preparing your own baby foods.
6. Demonstrate the proper methods of sterilization of bottles (carnation pamphlets are helpful).
7. Practice holding a baby while feeding (use doll if necessary). Try various burping positions to find one that is comfortable for you.
8. Discuss baby's need for iron. Suggest ways to keep a good iron supply in baby's diet. List foods which are high iron sources that one could use to prepare baby foods. When baby is on solids, which foods will give him/her the iron he/she needs?
9. Discuss rules for the introduction of solid foods.
10. Ask a nurse or doctor to visit and speak about infant feeding.
11. Prepare formulas - ready to use   Why is boiled water used?
    concentrate
    canned milk
12. Complete Section II, p. 7, "Baby Care" - Johnson & Johnson

Baby Foods

There are a variety of vegetable and meat combinations marketed for babies. These are most often primarily vegetable and cereal with only a little meat added for flavor. It is a sounder practice to rely on "baby" meats rather than on these combinations as a source of meat. Products marketed as "high meat" dinners make a non-substantial protein contribution than vegetable and meat combinations.

Custard packaged for babies are good sources of egg and contain milk solids. Most often other desserts contain mainly sugar, with a little fruit and some starch. They are not suitable foods to offer in any substantial quantity to a baby, for they would crowd other more nutritious foods out of the diet. Foods high in sugar may also tend to develop a "sweet tooth" unnecessarily.

Baby food manufacturers recently removed monosodium glutamate from their products, after a study showing that large doses of MSG produced brain damage in young animals. There is little reason to believe that any harmful effects occur in human infants, but, nevertheless, it is sound practice to leave MSG out. The flavor enhancer has been used primarily to make their product taste good to mother and serves no real purpose in baby food.

BABY FOOD SURVEY

Include: Meats Dinners Junior Foods Desserts

Fruits Juices Cereals
(follow format for each of these categories)

Item	# of Types of Item	First Ingredient	Size	Price

I. MEATS

Brand
Beech-nut
Gerber
____
____
____

II. DINNERS

Brand

Sickness and Common Problems

General: To recognize the special care needed by an infant or young child who is ill.

Objectives:

1. To recognize symptoms of common illnesses.
2. To become familiar with good health measures.
3. To identify ways of relieving common disorders of the young child, such as, teething or diaper rash.

Content:

Sickness can be upsetting both for a mother and her child. Simple measures can help the child to feel more comfortable. It is important to distinguish between common illnesses and more serious problems requiring medical attention.

Materials:

"Now Your Baby Has Been Sick and Is Getting Better"
"Now Your Baby Is Teething"

Conn. State Dept. of Health
79 Elm St.
Hartford, CT 06115

"Your Children's Health Day by Day"

New England Dairy Council
28 Grand St.
Hartford, CT

"Priceless Pointers"

Hedstrom
Bedford, PA 15522

"Infant Care"

U.S. Dept. of Health, Education and Welfare
Children's Bureau
Washington, DC 20201

"Safe and Sound"

Lawson
Elk Grove, CA

Infant Sickness and Common Problems Pretest

Answer each sentence true or false.

1. _____ A parent can often tell when a baby is sick by the way the baby looks and acts.
2. _____ When a baby is unusually cranky or fussy it can mean he is getting sick.
3. _____ A baby may vomit or refuse to eat when he is sick.
4. _____ A baby's temperature may rise as high as 104 to 105 when he is sick.
5. _____ The temperature of a healthy baby is from 98.6 to 99.6.
6. _____ A temperature of more than 99.6 is called a fever.
7. _____ A baby should be kept as quiet as possible when sick.
8. _____ Other children should be kept away from the baby when he is sick.
9. _____ It's all right to feed a baby if he has vomited or has diarrhea.
10. _____ Don't give any medicine or treatment to a sick baby unless ordered by the doctor.
11. _____ It is wise to keep a record of the baby's temperature and the way he acts.
12. _____ Parents should call the doctor any time they think the baby needs one.
13. _____ As a general rule the doctor should be called if the baby's temperature is 101 or more.
14. _____ If the baby has trouble breathing it is not necessary to call the doctor.
15. _____ A doctor should be called if the baby has a hoarseness in his voice.

Learning Activities:

1. List symptoms of illness in young children - refer to page 77, "Your Child From 1 - 6."
2. Identify situations which will require a doctor's attention. Refer to list on page 153, "Bringing Up Baby."
3. Take baby's temperature rectally. Practice reading the thermometer.
4. Name measures one can try to relieve teething pain or diaper rash.
5. Describe daily procedures to follow to keep your child in a healthy environment. Refer to "Your Children's Health Day by Day."
6. Describe routine to follow for a sick child.
7. List resources you can get information on care of your child when he is sick.
8. Plan quiet games and activities for a young child who is in bed or must remain quiet and still.
9. Describe procedures for care of a cold. Read pgs. 63-67, "Infant Care" book.
10. Read page 33-34, "Priceless Pointers."
11. Discuss safe temperature range for a young child. What procedures should you follow to help control a fever?
12. Read and answer questions, pg. 33-34, "Safe and Sound."
13. Complete individual learning section - Common Problems of Baby Care Manual, Johnson & Johnson.

Toilet Training

General: To become familiar with procedures for preparing the child for toilet training.

Objectives:

1. To develop gentle patient techniques for toilet training a young child.
2. To recognize the harmful effects of an early or forced toilet training experience.

Content:

Early or forced toilet training experiences can have harmful effects on the child's emotional state. Toilet training should be started only after proper muscle control and development have been achieved by the infant.

Materials:

"Developing Toilet Habits"
Ross Laboratories
Columbus, Ohio 43216

Learning Activities:

1. State the age toilet training can be started.
2. Discuss reasons for delaying toilet training.
3. State pros - cons of early toilet training.
4. List signs a child might show of readiness to start training.
5. Describe techniques to use for successful toilet training.

Schedules

General: To recognize the benefits of time management both for the mother and infant.

Objectives:

1. To define schedule.
2. To show what a schedule looks like.
3. To explain reasons for differences in schedules.
4. To suggest adjustments in a schedule as the infant develops.

Content:

A schedule is: Management of the whole day.

Infants should be on a flexible individualized schedule which provides opportunity for rest, eating and play outside the crib. Schedules should be changed as the child develops.

Materials:

Sample schedules of day's routine for various aged infants.

Scheduling Pretest

True or False:

1. _____ Scheduling must be rigid and may not be varied.
2. _____ To keep a baby on schedule, he should be awakened for feedings.
3. _____ A schedule is a way of managing time.
4. _____ A schedule will regulate the baby's day so he has a sense of familiarity.
5. _____ The schedule takes into consideration only baby's needs and activities.
6. _____ Nap time is always scheduled for a three year old.
7. _____ One should plan a schedule for each individual infant.
8. _____ Schedules should be altered as the child grows.
9. _____ Changes in a baby's schedule may be upsetting to him.
10. _____ Scheduling helps the baby develop a sense of trust and security in his surroundings.

Learning Activities:

1. Examine suggested schedules for particular aged infants.
2. Explain why time periods for each activitiy are needed. What changes will be made in this schedule as the child grows older?
3. Prepare a tentative schedule for yourself. What things should be considered? Will the type of baby you have make a difference in the schedule you plan?
4. Compare the daily schedule of a month-old infant with that of a nine-month old.
5. List advantages and disadvantages of a schedule.

Infant's Schedule

Schedules for routine activities cannot be planned for infant-toddlers as for older children. It is important for the routines to be individualized for a child and not planned for the convenience of the staff. Care should be taken that some time is spent playing with the children. Scheduling for infants means the management of the whole day.

Infants should be on a flexible individualized schedule which provides opportunity for rest, eating and play outside the crib. (Including periods outdoors when the weather permits.)

Schedules should be changed as the child develops.

Program planning is necessary since the infant respons to daily routines. These routines must not be too rigid and should be planned for individuals rather than groups.

Sleeping time, feeding time, and playing time should occur on a regular, but not rigid, schedule.

The routines should be adapted to the ages of children and to individual needs. All children will not follow the same routine.

There should be some time every day when each child has individual attention - "special mothering" and play with an adult.

Routines should be individualized for each child and fit into the schedule set up by the mother for her weekend and early and late parts of the day she spends with her child.

The schedule should be changed as a child develops. Caregivers should be sensitive to changing needs of the child for less sleep, more playtime, and a different feeding schedule.

There should be a balance of routine and variety, and of predictability and contrast within the framework of the day.

Daily Schedule Age Three to Six Months

Dwyane: Born July 13, 1970

7:00 Child welcomed by teacher. Teaching schedule checked with mother.
Child fed and placed in his crib for sleep.

9:00 Cereal and fruit. Bottle.
Place on rug to stretch or in play pen if necessary.
Place in bed again when ready for sleep.
Offer toys to encourage reach and grasp.
Place toys out of reach to encourage movement.

10:00 Juice or water as needed.
Play and talk softly to child while awake.
Show mirror and encourage vocalizing.
Encourage holding of bottle and grasping.

1:00 Cereal and vegetables. Bottle.
Put on rug to stretch.
Back to bed when sleepy.

3:00 Juice (if awake).
Out of doors in carriage.

5:00 Bottle if mother has not picked him up.

When Dwyane is awake between feedings he has water. He is not kept strictly to a four hour schedule. If he seems hungry, he is fed. His diaper is changed as needed.

Each child's schedule will be different. Dwyane's is given as an example.

Typical Daily Schedule

Toddlers

7:00 - 8:45	Arrive Freeplay Blocks, puzzles, books and toys
8:45 - 9:00	Snack and juice
9:00 - 9:15	Toilet
9:15 - 10:00	Outside play Slide, barrel, jungle gym, sand box and tricycles
10:00 - 11:00	Indoor Activities Clay, painting, books, water play, music and toys
11:00 - 11:30	Lunch
11:30 - 11:45	Toilet and getting down for nap
11:45 - 1:30 or 2:00	Sleep
1:30 - 2:00 or 3:00	Get up and play outdoors
3:00 - 3:15	Come in, wash, have snack
3:15 - 6:00	Indoor or outdoor play activities Departing

Typical Daily Schedule

Two Year Olds

7:00 - 9:00	Arrival
9:00 - 9:30	Freeplay
9:30	Special Project - Usually involving fine motor coordination; finger or chalk painting; stringing large macaroni; beads, clay work
10:00	Surprise Period - teacher shows children something spectacular: blows balloon, turtle, etc.
10:30	Rambunctious Period (inside and/or out). Large muscle toys available (roll toys, trucks, wagon, etc.)
11:00	Outdoor Play
11:30	Lunch
12:00	Toileting - clean up Prepare for nap
12:30	Nap
2:30 (3:00)	Some may sleep until 3:00
2:30	Quiet activities until all are awake
3:00	Individual learning activities (books, puzzles, games, small blocks, etc.)
3:30	Snacks and story
4:00	Individually guided play activities, songs, marching rhythms, ring games
4:30 - 6:00	Freeplay (inside and/or out)

Keeping Records

General: To become aware of essential immunizations which will keep the young infant safe and healthy.

Objectives:

1. To define immunization.
2. To become familiar with schedule of immunization necessary for young children.
3. To explain the importance of record-keeping.

Content:

It is important to keep vital family-health information organized and ready for times when you need it at your fingertips.

Materials:

Children's Tracks #8.1 - Exploring Early Childhood Series

Learning Activities:

1. Examine birth certificate or other identification from the hospital - explain significance or importance.
2. Name agency from whom birth certificate may be obtained.
3. Explain what is meant by immunization.
4. List required immunization schedule for young children. Refer to local physician or "Protect Them From Harm" pamphlet.
5. List reasons why parents should keep a record of immunizations for their child.
6. Given dates and types of shots administered by "Dr. Smith," fill in sample immunization record. Who would normally fill in this record?
7. Read comic, "Rubella Robs the Cradle."
8. Read "Memo to parents about immunization. Recognize familiar signs of common diseases.
9. List reasons why it would be good practice to start a medical record and keep it up-to-date.

10. Complete "Family Medical Record" form from March of Dimes. Add information after child is born.

11. Besides health records, what other records might be fun to keep for your new baby?

12. Prepare a scrapbook for the first year of life of your infant - use a baby record book to get ideas of things to include.

Record Keeping Pretest

1. Define immunization:

2. List common immunizations given to infants and pre-school children:

3. Explain why it would be wise to keep family health records.

Feeding the Young Child

General: to establish sound eating habits which will insure good nutrition throughout the child's life.

Objectives:

1. To point out the advantage of establishing good eating habits in childhood and maintaining them throughout life.
2. To apply sound nutritional principles in preparing and serving food for the young child.
3. To become familiar with methods of preparation of foods that will stimulate childrens' interests.
4. To identify the nutritional needs of the young child.
5. To stimulate the young child to eat nutritional meals.
6. To overcome common feeding problems of the young child.
7. To explore ways of developing good eating habits.

Content:

Food habits of a lifetime are usually formed in childhood. You can help your young child develop good habits by teaching him to eat and enjoy foods he needs for good health and fitness. The growing child needs the many nutrients provided by a wide variety of foods. The most basic rule to feeding children is to balance his nutritional intake by planning meals from all four Basic Food Groups.

Materials:

"Feeding Young Children"

"Meal-time: Hectic or Happy"
Co-operative Extension
University of Connecticut
Storrs, CT

"If Your Child Does Not Eat Well"
"Children Like to Eat"
"Food As Children See It" - Film
Conn. Department of Health
70 Elm St.
Hartford, CT

"Food Before Six"
Dairy Council
28 Grand St.
Hartford, CT

"Tots At the Table"
National Livestock and Meat Board
365 Wabash Ave.
Chicago, Ill. 60603

"What Should the Kids Really Eat"
General Mills

"Put Munch In Their Menu"
Interharvest
P.O. Box 2115
Salinas, CA

Learning Activities:

1. List the number of servings from each food group that a child needs.

2. Demonstrate serving size for various foods for a young child.

3. Set a young child's place at the table - consider comfort and utensils.

4. List possible ways to develop good eating habits for a child - use: "What Should the Kids Really Eat" - General Mills.

5. List ways new food may be introduced to a child.

6. Prepare a variety of foods in a new and interesting way that will appeal to children - for a start use a cookie cutter Refer to p. 4, "Put Munch In Their Menu."

7. Plan a lunch for a two-year old child. Consider foods that are easy for him to handle.

8. Work with one or two small children - prepare snacks with them. Suggestions for simple preparation can be found in the listed references.

9. Read page 22, "Learning More Each Day."

10. Construct colorful placemats for a young child to help make his mealtime more enjoyable.

11. View film, "Food As Children See It."

12. Review Basic Four and the amounts needed by children.

13. Suggest ways to serve foods from each group to make them more appealing to the child. Publish in a local newspaper, if possible.

14. Plan nutritional snacks for children.

15. List various finger foods for children.

16. Identify common food problems - suggest ways to overcome the problems. Use p. 22, "Tot At the Table," for ideas. Also, "If Your Child Does Not Eat Well," by the Conn. State Dept. of Health.

17. Compare child-size servings with adult portions - construct a chart to show this difference in amounts. Serve actual portions of various food items, use p. 3, "Food Before Six," for help.

18. Name various utensils, seats, etc., to aid the child at mealtime - types of dishes available, warm dishes, cups with straws, etc.

19. Prepare a bulletin board with brief rules for feeding children: example: Don't force, small servings, let him select, independence, pleasant surroundings, respect his likes and dislikes.

20. Define - food jag.

21. Suggest ways young children can help in food preparation.

22. Using magazines, such as, Sphere (Betty Crocker Mag), and Home Cooking, compile a children's cookbook with easy recipes that a child could prepare with little assistance from an adult.

23. Read and discuss "Mealtime for Little Folks."

Pre-Test for Foods for Young Children

True or False

________1. Children do not need foods from all of the four food groups as the adults do.

________2. Children learn what foods are good to eat from their parents and others around them.

________3. New foods should be offered to children to give them variety in taste and texture.

________4. It isn't so important where or what atmosphere the child eats in as long as he finishes his plate.

________5. The food a child eats furnishes all the building materials he needs for growth, health and energy.

________6. When introducing new foods, do not give the child other foods to eat at the same time.

________7. Children like foods which are highly seasoned.

________8. A good snack for a child is peanut butter on celery.

________9. Dessert should only be given as a reward for finishing dinner.

________10. It is important that the child be seated comfortably and given utensils that are easy for him to manage.

Foods for Young Children

Children like foods which are interesting. They might eat a food if it is prepared in a special way. Children like colors, faces, animal figures, finger foods. Any thing that makes the food look like fun.

Think of as many ways to serve each of the following foods - ways that will appeal to young children: Bananas, Celery, Hamburger, Carrots, Apples, Cheese, Cucumbers, Eggs - you can use any other food to decorate them.

For Example: Celery may be served with 4 carrot curls for legs and filled with peanut butter.

OR

Cheese cut with animal cookie cutters.

You Can Make Your Own Snacks

It's fun to eat a snack. But it's more fun if you've helped make it, and watched it change to become the food that's ready to eat.

Do-it-yourself snacks are for learning and doing. It may take more effort and patience on your part. It may also help young children appreciate food and enjoy seeing the changes from the raw form to the finished product.

Here are some do-it-yourself snack ideas that may help children understand the hows and whys of food and the wonder of their relationship to it. While you and the children are preparing the snacks:

Be ready to answer all kinds of questions the children may ask.
Keep safety in mind at all times.

You may need to adapt these suggestions to the age and ability level of the children you work with.

MAKE YOUR OWN BUTTER

This whole process takes about 20 minutes if you are well prepared ahead of time.

For about one cup butter, fill two pint-sized jars half full of heavy cream. You'll need a pint of cream per cup of butter. Keep cream cold.

Put the lid on the jars securely and tighten. Shake for about ten seconds, then pass the jar to the children to take turns shaking it. Have two shaking teams of six children each.

Point out how the cream changes from liquid to shipped cream, and finally to butter. Pour off the buttermilk. Plan to have the children taste the buttermilk. Show a carton of buttermilk as it comes from the store. Explain how all of the cream is used up - some as buttermilk and some as butter.

Put the butter in a small bowl. Work remaining buttermilk out of the butter with a wooden spoon. To completely remove buttermilk fast, wash butter in cold water with two or more icecubes several times. Add about half a teaspoon of salt per cup of butter.

Children might like to taste the butter before and after salting. Serve salted and unsalted butter on crackers or bread.

MAKE YOUR OWN PUDDING

Instant pudding is easy and requires little preparation. Children can learn to measure the milk and take turns mixing and stirring. Follow instructions on the pudding package for best results.

Use a variety of flavors or flavor combinations such as vanilla-butterscotch.

Spoon pudding into individual paper cups. Top with sliced banana, fresh peaches or other fruit in season, or canned pineapple or peaches.

By Linda Gacion

Play and Learning

General: to understand the significance of play for all children so they may fully develop and function in the world around them.

Objectives:

1. To develop an awareness of the importance of infant stimulation.
2. To evaluate play as a growth experience.
3. To recognize play as the work of children.
4. To become familiar with benefits derived from play situations.
5. To recognize learning which takes place through play.
6. To evaluate games according to their ability to stimulate learning.

Content:

Meaning and Functions of Play:

1. Play assists children in mastery of materials.
2. Play assists children in mastery of their own bodies.
3. Play assists children in mastering themselves in relation to others.
4. Play assists children in gaining a fuller understanding of the world around them.
5. Play allows children to come to terms with events.
6. Play deepens children's understanding of the social world.
7. Play encourages the habit of inquiry.
8. Child's Play - Exploring Children series.

Materials:

" Learning Through Touch "

"Creative Experiences for Children" - Paul Nuttall
A Guide for Parents Series:
   (a) Babies touch, taste and learn
   (b) Talk with baby
   (c) Play games with baby

Co-Operative Extension Service
University of Connecticut
Storrs, CT

"Soul Mother"
"Keep Baby Busy"

Peter Haiman
Case Western Reserve University
Cleveland, Ohio

Materials (Cont.)

"Fun in the Making"

U.S. Office of Health, Education and Welfare
Office of Child Development
Washington, D.C.

Also, "Child Development Individualized Study Books" by Grace Cooper

"Priceless Pointers"

Hedstrom Co.
Bedford, PA 15522

"Getting Ready to Be a Parent"

Moline School System
Moline, Illinois

Learning Activities:

1. Discuss benefits of play: refer to Child's Play - Exploring Childhood series.

2. Develop a personal "Play file." Separate activities into various age levels ranging from infant to 3 year old. Example done by Moline School System, "Getting Ready to Be a Parent." Select from these activities, add, change, delete, to make your own personal file. P. 21, Teacher's Guide - "Child's Play."

3. List activities that will develop skill or interest in color, shapes, music, art, etc. (Include both in and out of crib activities.)

4. Experiment with suggested "Creative Experiences for Children" by Paul Nuttal.

5. Prepare a storybook for a young child. Example: Texture book or ABC animal book.

6. Devise games that will develop a child's senses. Use ideas from "Learning Through Touch" to get you started.

7. Construct these games for senses - test them out on a group of young children, if possible. Use investigative skill sheet. Refer to "Soul Mother."

8. List ways you, as a parent, will teach your infant through games.

9. Add to list of Rainy Day games for pre-schoolers. Separate this list into those played alone and those needing mother's supervision or participation.

10. Using sheet, "Activities for Infants and Toddlers", list possible games or equipment that will accomplish task suggested. For example: #1. Provide toys they may see. This may be accomplished by construction of a mobile.

11. Included in packet are a variety of projects to construct for learning activities for young children.

    Choose one and construct it:

    Stacking toys
    One piece puzzles
    Drop containers
    Pull toys
    Texture book
    Miscellaneous toys
    Toy storage box

12. Write a brief explanation of what the child will learn from the toy you constructed in Activity #11.

13. Start a collection of materials that will be useful in planning children's activities. List included in packet "Free and Inexpensive Materials."

14. Play games that will help the child develop speech patterns; for a start use "Speech Games" listed in packet.

15. Compile a list of things in baby's environment which will stimulate intellectual development. Compare your list to those provided in packet. Explain how each item will stimulate intellectual development.

16. Make a list of experiences which you feel are important for your infant to develop an awareness of his environment.

17. Construct a mobile:

    a baby's cloth book using muslin with pictures of animals.
    a texture book to develop sense of touch.

18. Read pamphlets from A Guide for Parents series.

19. Describe how a baby who has been exposed to his environment and kept busy will differ from a child who has had little outside stimulation, Read booklet, "Keep Babies Busy," Peter Haiman.

20. Explain why mother can be considered more important to a child's learning than school.

21. Read pgs. 42-48, "Learning About the World." Try these simple games and add them to your "play file." List reasons why games are important.

22. After reading pgs. 58-64, list ways a baby tries to learn from his environment. List objects mother should keep out of his reach.

23. List things in your house that will help a newborn baby or 3 month old learn by seeing. Tell why you selected each one. Do the same for touch and hearing.

24. Make a list of games that will help baby develop language skills. Do the same for social skills and motor development.

25. You have listed learning experiences which will stimulate the baby's senses. Now list activities which will provide the baby a time to be alone. Why would this be important? Can you contrast this to the institutionalized infant?

26. Read and discuss ideas for teaching aids suggested on pg. 9, "Priceless Pointers."

27. Read pamphlet, "Babies Touch, Taste and Learn." List things which help the baby learn. What things should adults look out for to keep the baby safe.

28. Prepare a Picture Book for a Baby by cutting pictures from magazines - pasting them on pieces of heavy paper and binding papers together to form a book.

29. Write a story for a child using names and people who are familiar to the child.

Play and Learning Pretest

1. What is the purpose of playtime for children?

2. Describe three play activities for an infant.

3. How can a baby learn about smell, taste, touch?

4. Design a baby's room that will give the baby a good environment in which to learn.

Notes on Developmental Patterns in Play:

Several broad changes can be seen in children's play as they grow toward maturity.

1. Early children's play concentrates on exercising bodies, investigating the senses, practicing new abilities, manipulating the environment, and on exploring and controlling as a process. Later the play moves toward an increasing use of fantasy and symbolism, the creating of products, and, eventually, a concentration on imaginary verbal and mental play.

   Infant:

   . mouth activities, vocalizing, listening, breath and saliva control
   . exploration of own body, and that of the mother, and objects contacted accidently
   . intentional repetition of contact with objects

   Toddlers:

   . experiments with body movements, practice of motor skills
   . exploration of the quality and uses of objects through containing and releasing, filling and emptying activities
   . use of objects in play as symbols of, for example, animals

   3-year-olds:

   . fantasy play with no preconceived theme (process rather than product)
   . collecting and gathering activities; and ritualized, repeated activities directed toward making time and space controlled and predictable

   5-year-olds:

   . intense dramatization of widening world using abstract symbols such as paper money

   6- to 10-year olds:

   . fantasy play including preconceived, repeated plot themes
   . staged drama, as well as improvisation

2. Play is at first an expression of children's dependence and an effort to define their own individuality and sexuality. With a growing sense of self, play becomes an expression of independence and of the ability to relate to others.

Infants:

- opening, closing eyelids, peek-a-boo

Toddlers:

- mirror play, hide and seek - both of which provide reassurance of their closeness to their mothers and of their own existence.

3-year-olds:

- trying out many different roles in rapid succession, with no differentiation between people or between themselves and others
- confusion of who they are with who they pretend to be - therefore will not pretend to be "baby" because they do not want to be baby
- dramatization of nurturant behavior in fantasy play to show closeness to families
- games of hiding, appearance and disappearance, pretending to be mother, effort to control anxiety about the beginning of separation from mother.

4-year-olds:

- still hiding themselves and objects
- recognition of difference between themselves and others and between different roles: do not switch roles so abruptly, are not afraid of being the baby, use toys to be something rather than being the thing themselves
- extension of play from representation of family
- relationships to imitation of actions of people in the community (store keepers, firemen)
- awareness of male-female roles as shown in elaborate male and female costumes and props - bride and groom play, fairy tale enactments, boy-girl chases - curiosity about the opposite sex seen in doctor play
- growing ability to relate to others as shown in games with rules

6- to 10-year-olds:

- lack of parental figures in play: see groups of peers threatened by some dangerous adult figure
- distrust and attraction to opposite sex as seen in all-girl or all-boy casts in which males are concerned with prowness and females with attractiveness, but opposite sex is treated with hostility

3. They use play with increasing complexity to express, control, and sublimate fear and aggression.

3-year olds:

- dramatization of distant nonfamilial or TV characters

4-year-olds:

- portrayal of figures and monsters who attack and chase but also rescue
- use of silliness, bathroom words, nonsense rhymes
- dramatization of nightmares
- designation of play space in which occupants are "good" and outsiders "bad"

5-year-olds:

- dramatization of biting animals and monsters that kill in structured puppet shows or dictated stories
- dramatization of unusual or frightening experiences immediately after they happen

6- to 10-year-olds:

- use of bathroom talk, sadistic behavior, violent and bloody dramatic themes
- dramatization of stories in which things that appear to be good are really dangerous
- self-reassurance about frightening fantasies by blaming "crazy script writer," using silliness and nonsense speech

A PLAY FILE

Purposes:	To give students an opportunity to share with their classmates their individual observations of play. To enable students to note the differences in play at each level and to provide them with criteria for planning future activities for the fieldsite.
Time:	one class
Materials:	Child's Play, 4" x 6" index cards (at least eight for each student); a file box (or shoe box); index tabs; the Data Poster (accompanying Looking at Development).

RAINY DAY GAME PLAN

by Carol Ann Piggins

Housebound by weather? Take heart - but first take thought. Label a big carton "Rainy Day Props" and find some promising bits and pieces to throw into it - the kind we've called for below. Then see what you can come up with in the way of simple games. We've listed a few of those too, to start you off. Last: if you're a one-child household, beg or borrow a small neighbor. For supervised indoor play, two can be better than one.

- Spread on the floor a large sheet of paper - wrapping paper, wide shelf paper, even newspaper. Have the child lie down on it, spread-eagled, and draw his outline around him with crayon or magic marker. He can then color in the various parts of the outline to represent himself. It's a good way to learn parts of the body and the articles of clothing that go on them. Pasted on cardboard and cut out, the drawing becomes a personalized poster. Or it can be cut up into irregular pieces to be used as giant jigsaw puzzle.

- For "collages", you'll need construction paper or cardboard (old box tops and bottoms are fine), plenty of paste, and handfuls of goodies from your prop box: bits of string, yarn, fabric, clean absorbent cotton, buttons - anything that can be pasted down on the paper in combinations that appeal to the young artist. Old Christmas cards and magazine covers, cut into small pieces, can add a lot.

- Don't overlook the greatest old standby of all: dressing up. Cast-off grownup clothes are best for this. Hats and shoes become pure treasure.

- Nursery clay - flour and water paste to which you add salt until you have a good kneading consistency - can be tinted with food coloring and used for great artistic creating or just for pummeling around - for hours! Let the child help you make the clay; you get two fascinating activities for the price of one.

- Clap out simple rhythms and invite the child to imitate what he's heard. Then make it work both ways - you imitate him.

- "Copy Me" is a simplified "Simon Says" for very young children, who simply copy the leader as he claps, bends, and so on: But switch to true "Simon Says" as soon as you can. It's an excellent game for teaching space, direction, and other concepts when the leader directs not merely "Simon says do this!" but "Simon says point right!" and combines it with the gesture.

ACTIVITIES FOR INFANTS AND TODDLERS

In group care children are more confined than in their own homes and may have less opportunity to explore. This makes it important to bring more experiences to the child.

Instead of confining children to cribs or play pens all day, provide a place where they may safely explore. Provide toys they may see, touch, taste, hear and handle. Provide equipment which encourages creeping, walking, riding, climbing, and digging.

Allow infants and toddlers to spend some time outdoors each day in good weather with interesting things for the children to do.

Language skills seem to be one of the easiest that children learn. We help them by being patient with their efforts to speak, showing pleasure in each new word learned, allowing the child to experiment with words and by setting an example. These techniques which work so well with teaching language could be effectively applied to other learning experiences.

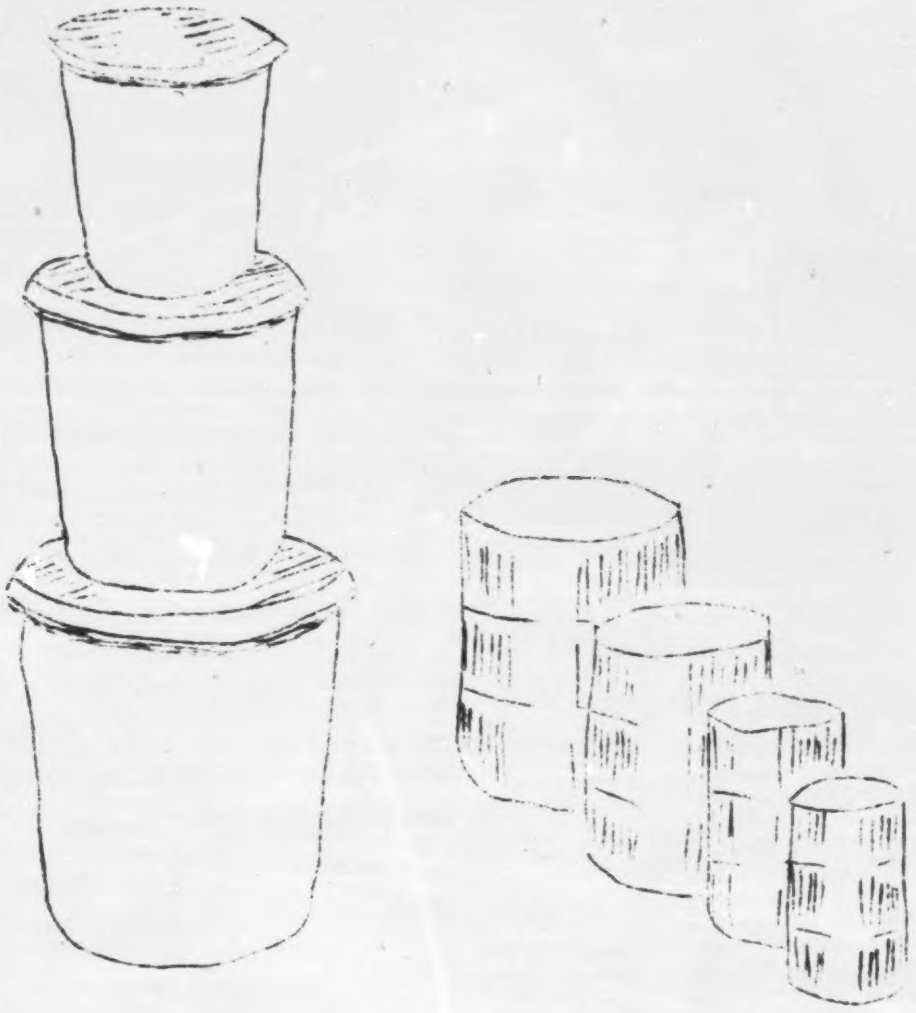
Provide enough toys so that each child can be offered four or five different ones to handle and play with each day. There should be variety in shape, color, and texture.

Provide opportunity for the child to play free from discomfort and frustration in an atmosphere where he feels safe and loved.

Babies and toddlers need the stimulation of physical handling such as holding, cuddling, and diapering. Give the child in a day care center these same every-day care experiences he would receive at home.

Talking to, singing to, and playing with each child is a responsibility of the day care staff.

STACKING OR NESTING TOYS

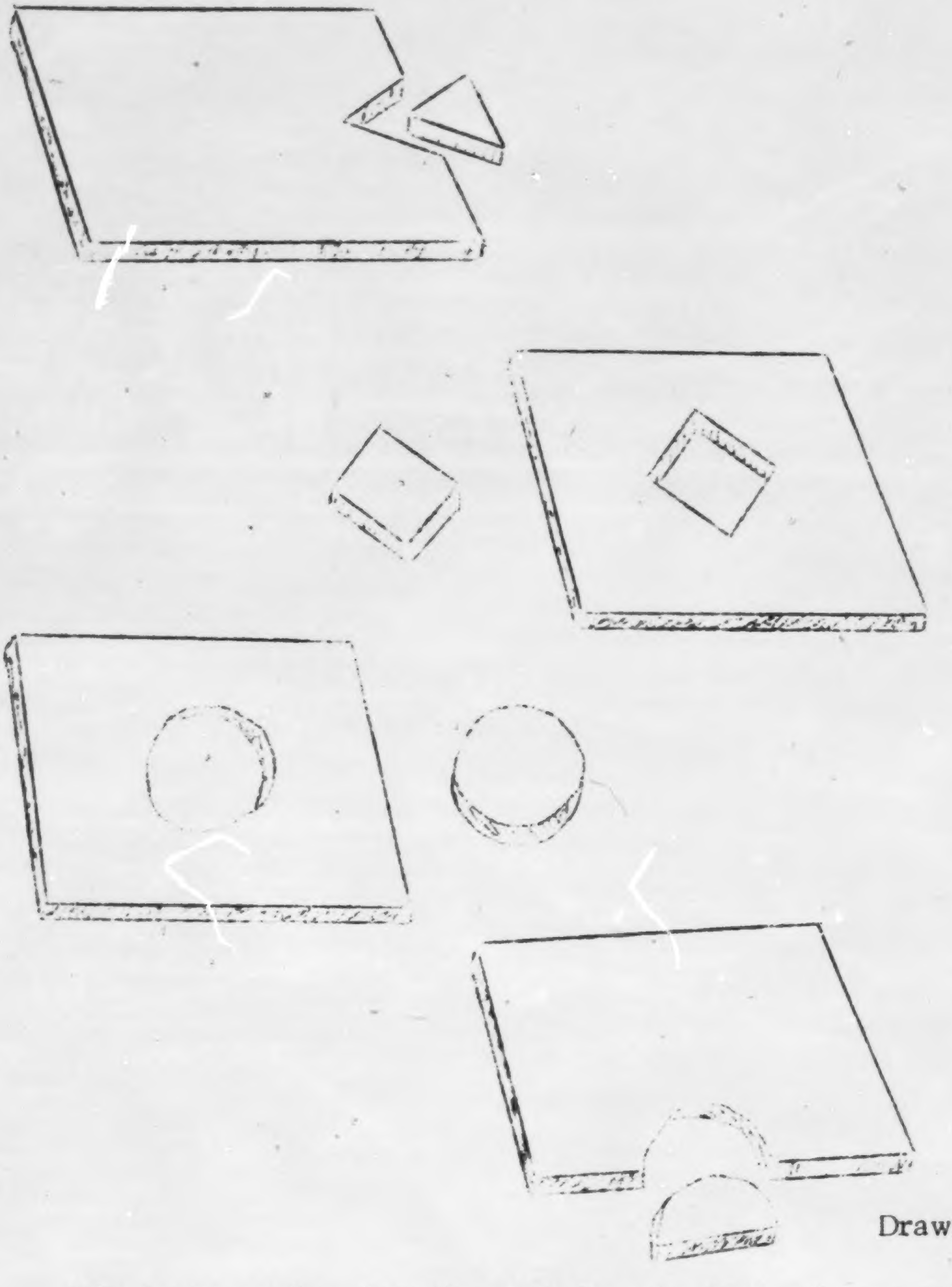


Drawings by Gladys Owens

Collect cartons, cans or boxes which will next. Cover with self-adhesive plastic or non-lead paint.

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

ONE PIECE PUZZLES

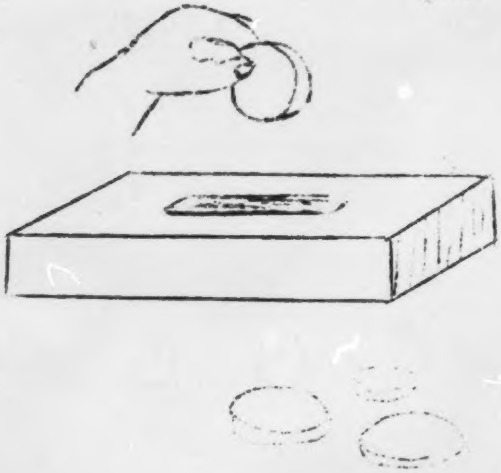


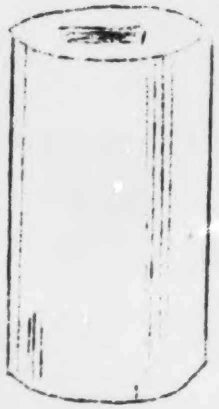
Drawings by Gladys Owens

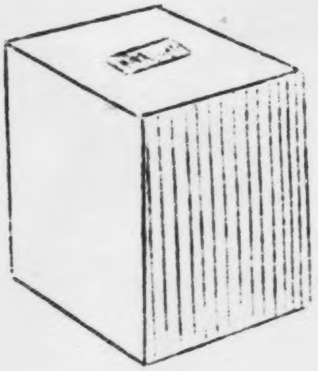
Use heavy cardboard or plywood. Smooth edges and cover with self-adhesive plastic or non-lead paint. Cut one shape from the center or the side.

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

DROP CONTAINERS



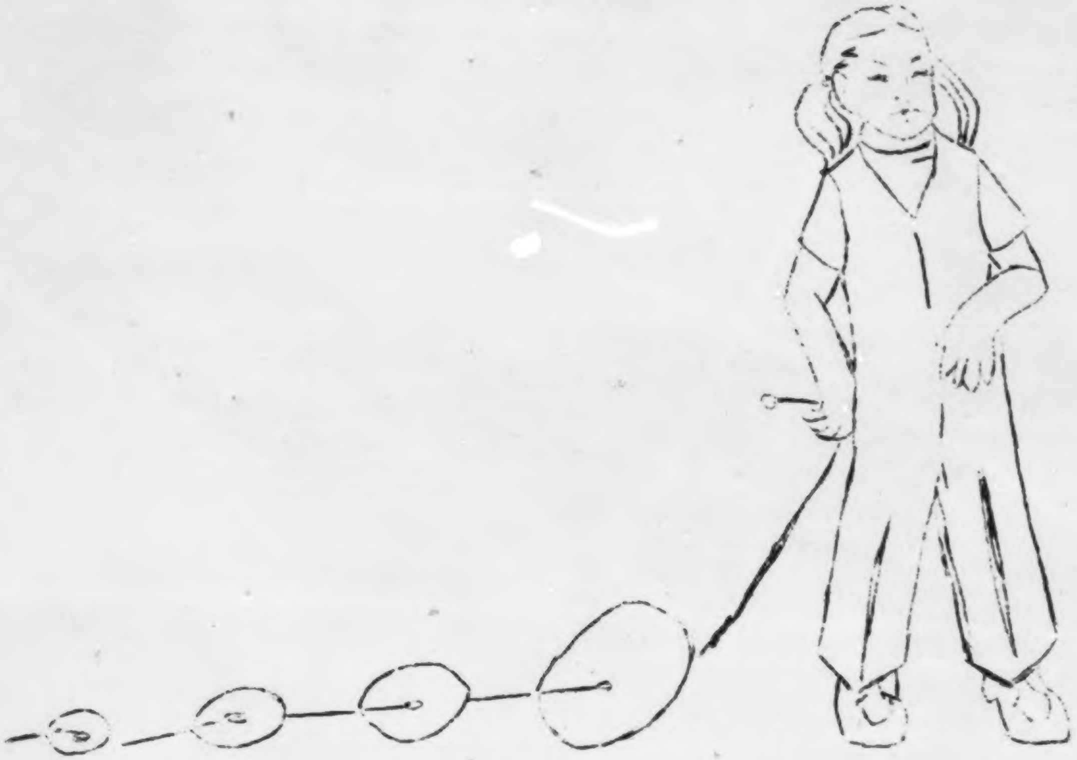


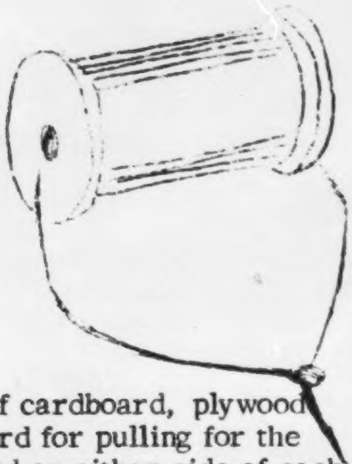


Drawings by Gladys Owens

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

PULL TOYS



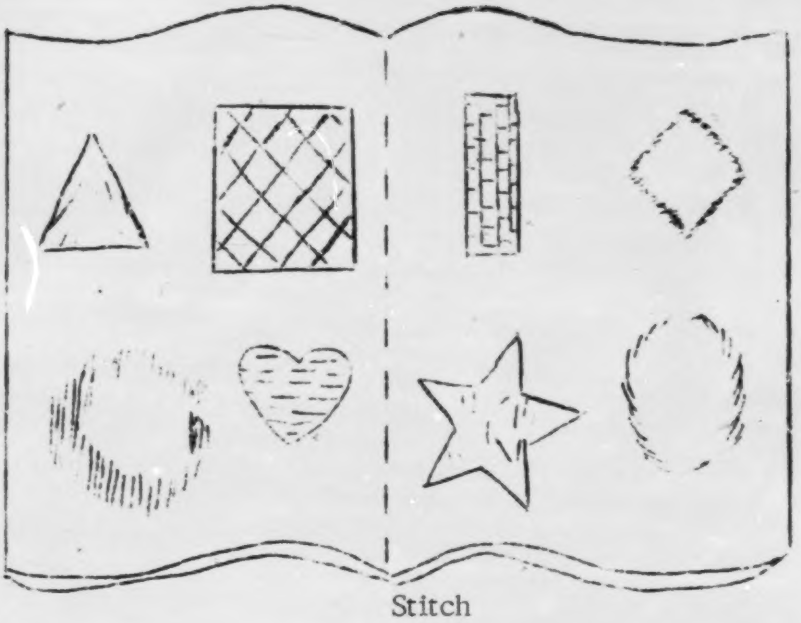


Drawings by Gladys Owens

Use colorful pieces of cardboard, plywood or spools. Attach cord for pulling for the circles, knot the cord on either side of each circle with about two inches between each circle.

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

TEXTURE BOOK

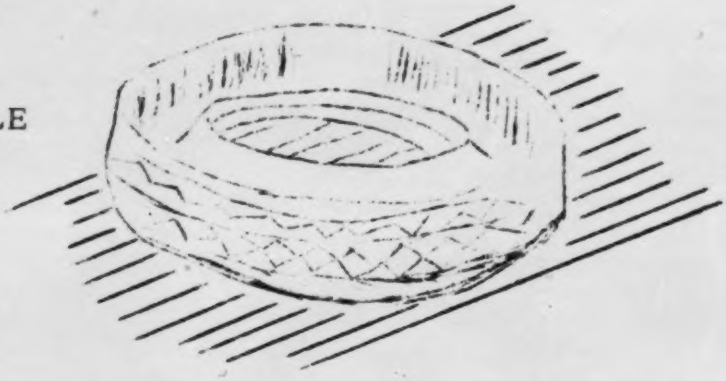


Drawings by Gladys Owens

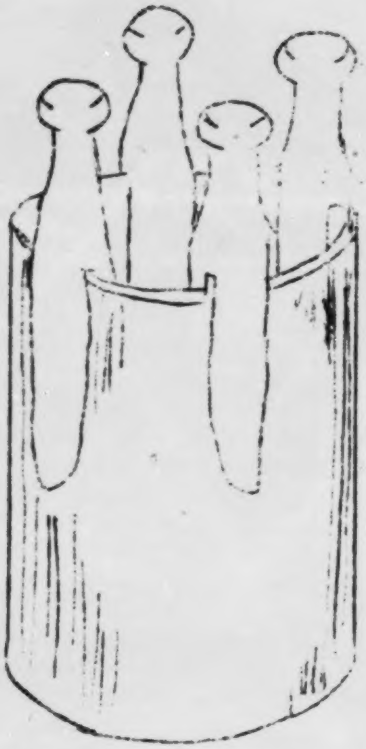
Use felt or heavy canvas for book, 17 x 22" is the suggested size. Stitch through the center with large basting stitch. Sew or glue pieces of different shapes and textures on each page. Suggestions are curduroy, satin, sandpaper, velvet, fake fur, terrycloth, rug samples. Use as many varied textures as you can find.

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

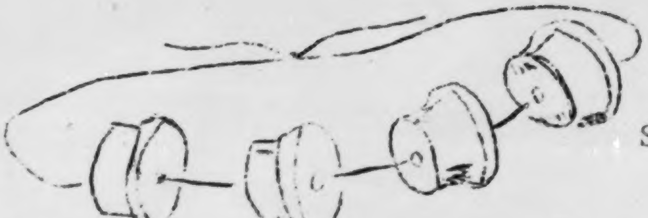
MISCELLANEOUS TOYS



WATER TABLE



CLOTHESPIN AND CAN



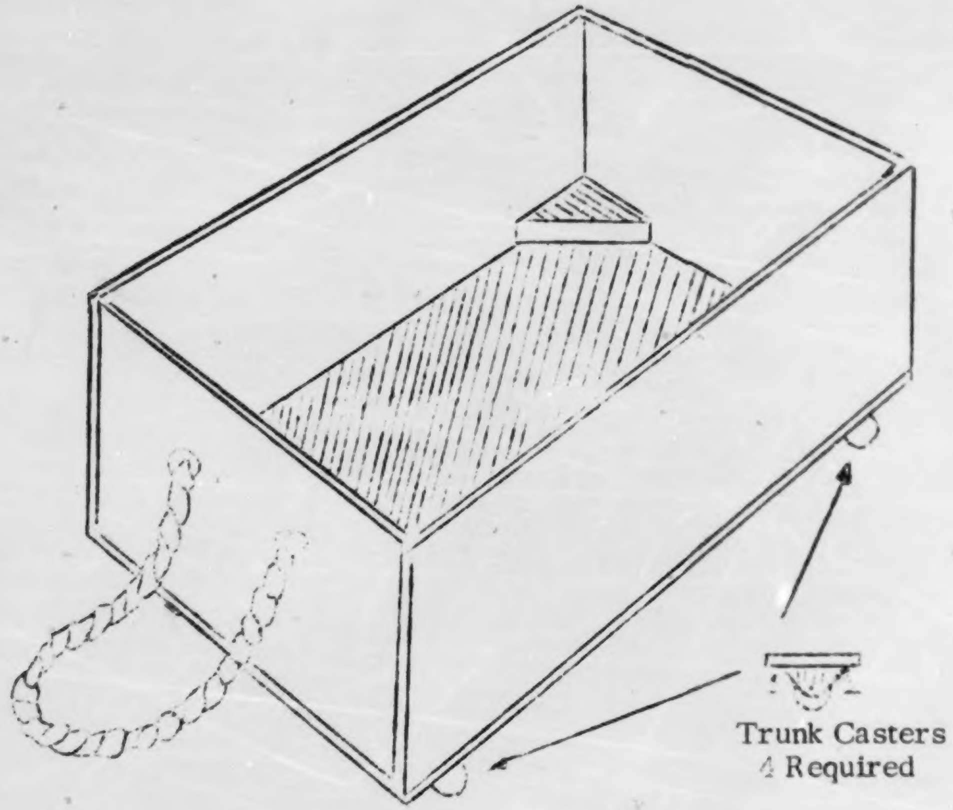
SPOOLS

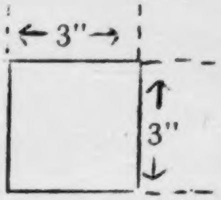
Drawings by Gladys Owens

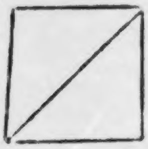
Cut spools in half and cover with non-lead paint. String on long shoe laces.

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

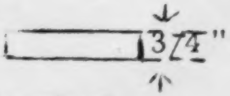
TOY STORAGE BOX



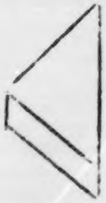




Saw into Triangles



2 Required



Nail into Corners for Caster Supports

Drawings by Gladys Owens

Adapted from Caring for Infants in Day Care Centers, prepared by Joyce C. Threlkeld, Instructional Materials Laboratory, Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

FREE AND INEXPENSIVE MATERIALS

INDOOR ACTIVITIES

Boxes of all kinds - egg cartons, milk cartons, cookie trays, vegetable cartons and trays, match boxes

Plastic bottles, boxes and jugs - bleach bottles, ice cream cartons, detergent bottles, cheese containers, margarine containers

Cardboard tubing from toilet paper, paper towels, wrapping paper

Broom handles, spools, bottle caps, lids, pipe cleaners, elastic bands

White glue, paste, transparent tape, masking tape, paper clips, staples, string, rope, wire, brass paper fasteners

Wall paper, swatches of rug and drapery material, tiles, linoleum

Scrap metal and pipe, wheels

Gears from clocks; parts from radios, fans, cars, irons, toasters; handles, knobs, hinges and fittings of all kinds

Scrap wood, fruit crates, large cartons, barrels

Nuts, bolts, nails, washers, screws

Cloth - various textures and colors: silk, lace, organdy, net, nylon, wool, corduroy, velvet, burlap, felt, cotton, taffeta

Yarn, ribbon, rick-rack, fringing, decorative tape, lace edging, thread, embroidery floss

Buttons, beads, sequins, buckles, snaps, zippers

Needles, pins, knitting needles

Old dresses, pants, shirts, blouses

Hats: men's, women's, cowboy, baseball, baker, bride's veil, crown, helmet

Shoes: ladies' heels, boots, slippers, men's shoes and sandals, etc.

Shawls, coats, capes, scarves

Beads, earrings, bracelets, pins, belts

Material to use as saris, turbans, trains, capes

Fans, glasses, gloves, handbags, wallets, aprons

OUTDOOR ACTIVITIES

Large cartons, fruit crates, barrels

Concrete blocks, bricks, large stones

Large spools from telephone wire (check telephone company)

Ladders, sewage pipes, ropes

Bicycle tires, automobile tires, saw horses, tree trunks, planks

Targets painted on boards or on the concrete

Wooden structure for a clubhouse

White coats for doctors, nurses, bakers, etc.

Hand mirror, compacts, long mirror, clothes rack, coat hangers

Old televisions, radios, record players, irons, toasters

Old dolls, doll's clothes and furniture, stuffed toys

Telephone - perhaps from telephone company

Brooms, dust pans, brushes

Tub for washing clothes, soap powder

Fruit and vegetable crates, saw horses, baskets, grocery carts, shopping bags

Play money or units for exchanging - pegs, golf tees, popsicle sticks, etc.

Tape measures, yard sticks, rulers, canes, unmarked wood, lengths of ribbon and string, straws, paper streamers, dowels

ART ACTIVITIES

Yarn, thread, ribbon, lace, stones, shells, bottle caps, broom straws, toothpicks, pipe cleaners, twigs

Materials - all varieties

Scrap paper - all varieties

Wood chips, feathers, sawdust, sand, macaroni, rice, excelsior, packing paper, beads, sequins, buttons, foam rubber, cork, scrap rubber

Seaweed, leaves, pine needles, seeds, wax, chalk, wire, string

Muffin tins, empty plastic squeeze bottles, jars with lids, tin cans

Sheets of plastic, newspaper, apron, men's shirts

Sponges, string, rope, clothesline and pins for hanging papers

Straws, sticks, twigs, toothpicks to be used as brushes, paper towels

Tin cans, cardboard tubing, rolling pins, pencils, hair curlers, candles to be used as rollers in printing

Paper towels - folded to make print pads

Objects for printing: forks, spoons, potato mashers, buttons, corks, jar lids, blocks, clay, corrugated board, vegetables, rubber bands, paper clips, string, and material

Plastic bags and covered tins for storage

Plastic material

Tools for modeling - pencils, feather, twigs, forks, knives, spoons, rolling pins, pebbles, shells, leaves, toothpicks

Scrap wood and cardboard

String, wire, nails

Toothpicks, pipe cleaners, straws

Sticks

Cardboard, tin foil

Assorted paper

White glue

SPEECH GAMES

I REMEMBER

Place several small objects on a table, covered by a cloth or paper. Remove cover, exposing objects for a few seconds. Replace cover and ask children to name as many objects as they can recall. Gradually increase the number of objects exposed. Use sentences to ask or answer questions.

WHAT'S MISSING

Place several objects under a cover on the table. Expose for a few seconds. Have children close eyes while one object is removed. Rearrange the remaining objects. Expose again while the children try to recall which object is gone.

TREASURE HUNT

Hide objects or pictures in room. Have one or more child hunt them. Have them name pictures or objects they found.

SECRET WORD

Teacher "lips" the name of one of the objects. The child points to the correct object or picture. The child then names the picture or object. To vary this game the child may pantomime what he would do with the object, showing that he has understood.

PARROT

Teacher says word and children parrot. A puppet may be used.

NAME THE PICTURES

Select pictures which begin with a certain sound. Child names the picture and then selects another child to name the following picture. Pictures cut from magazines may be brought from home by the children.

FINGERS THAT SEE

Objects are placed on a table. A child is blindfolded and given an object which he identifies. He names the object.

ELEMENTS IN THE ENVIRONMENT WHICH STIMULATE INTELLECTUAL DEVELOPMENT

Access to outdoors

Places of interest suitable for field trips

Windows

Colorful walls and furnishings

Large pictures changed frequently

Movable objects (unit furniture, playhouse equipment, mobiles)

Plants, terrarium, aquarium, pets

Sand, water-play facilities

Music, noise makers, wind chimes

Books

Models, doll houses

INVESTIGATIVE SKILLS

PROCESS	MATERIALS SUGGESTED	ACTIVITIES
Observing: Visual	Colors (paints, crayons, food coloring), living plants, seeds, leaves, rocks, minerals, pieces of wood (sawdust from the wood), small animals, fish.	Multiple opportunities to examine objects visually; look for general and specific properties, changes in appearance.
Observing: Smell	Perfumes, fresh-cut flowers, plants, common household products with distinctive odors, fresh fruits, fresh vegetables.	Describe smells; use the sense of smell to identify and describe objects.
Observing: Touch	Cloth material of varying textures, wood of varying grains; various grades of sandpaper, objects of various temperatures.	Use the sense of touch to increase the quality of one's observations.
Observing: Taste	Variety of foodstuffs, harmless drinkable liquids.	Taste a variety of edible products to increase the accuracy of one's observations. Identify characteristics of objects on the basis of taste.
Observing: Hearing	Musical instruments, variety of noise makers, phonograph records (music and sound effects, tape recorder.	Identify voices and commonly heard sounds. Identify degree of loudness, pitch, quality. Increase child's awareness of sounds around him and how they enable him to make better observations.

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PROCESS	MATERIALS SUGGESTED	ACTIVITIES
Inferring	"Gift box," sealed bags of materials.	Infer what is in the gift box or sealed bag without looking inside.
	Variety of clear liquids.	Infer which liquid is water without smelling or tasting the various liquids.
	Closed container with small living insect inside.	Is object inside the container alive?
	Sound effects (records or tapes).	Infer whether noise is being made in the city or in the country; describe object making noise from its sound.
	Hot and cold objects.	Infer how objects become hot or cold. Is entire object hot or only part of it?
Classifying	Bags of buttons, bags containing a variety of materials; sandpaper squares consisting of a variety of grades and painted a variety of colors; tagboard pieces in a variety of shapes, sizes and colors; bags of rocks; shells.	Have children sort materials according to properties of their own choosing. Encourag children to think about and tell why they sorted objects in the way that they did. Also encourage them to try to find another way to sort their objects.
Communicating	Any and all of the materials used in developing the skills of observing, inferring, and classifying can be used to developing this process skill. In addition, small sets of objects composed of specific properties can be used to help children develop a useful vocabulary for communicating. The sets may include: shiny and dull objects; hard and soft; rough and smooth; heavy and light; hot and cold; fat and thin; noisy and quiet.	Describe materials and/or recognizable objects; name materials and objects; tell about perceived relationships among materials and objects. Learn descriptive terms.

TOYS

General Objective: To judge the value of a toy according to its suitability and value to learning and development.

Objectives:

1. To evaluate toys as an aid to play.
2. To recognize characteristics of a good toy.
3. To develop the ability to choose toys for different age levels, keeping safety and suitability in mind.

CONTENT:

Toys are the tools of play; "if chosen wisely, they will help".

The children:

1. enjoy themselves
2. satisfy urge to use their developing abilities
3. increase motor skills
4. gather and use information and ideas
5. find expression for feelings
6. make and develop social contacts
7. understand world around them
8. enlarge their communicative skills
9. explore the arts and sciences
10. build a store of appreciation and enjoyment
11. strengthen inter-personal and family relationships
12. develop hobbies and define careers
13. have fun.

Materials Needed:

Choosing Toys for Play and Growth - Paul Nuttal, Cooperative Extension.

An Ounce of Prevention is Worth a Pound of Cure
Toy Manufacturer of America
200 Fifth Avenue
New York, N.Y. 10010

Learning Activities:

1. Define "toy".
2. Name a few toys for small children.
3. Examine one infant toy. What does it teach the child? Are there any ways a child may be hurt by it?
4. Compile a list of items that you feel a toy should do.
5. Consumer Protection does much work in policing the toy market. What types of toys would they consider dangerous?
6. Invite a speaker from Consumer Protection to speak on toy safety.
7. Examine various toys to determine their safety.
8. Read "An Ounce of Prevention Is Worth A Pound of Cure".
9. Discuss and interpret the six tips for safe toy play in "An Ounce of Prevention Is Worth A Pound of Cure" booklet.
10. Give examples of situations when the toy did not fit the child. Give examples of toys that do fit the child.
11. Suggest safe, appropriate toys for a 1 to 3 month old infant.
12. Compile a list to determine the safety of a toy. Use page 3 in "Choosing Toys for Play And Growth" for ideas.
13. Visit a neighborhood toy store. Evaluate infant toys according to lists of safety you have compiled and also list, "How to Choose Toys For Infants" included in the packet. Choose one best infant toy which you feel fits these lists. Explain why you made the selection.
14. Read and discuss points listed of characteristics of a good toy.
15. Visit a store where toys are sold. Make a list of categories of toys available.
16. Describe two desirable toys and two undesirable toys. Substantiate your opinions.

17. Develop a check list to use in the evaluation of toys and play materials. Evaluate ten toys found at the toy store according to the checklist developed.

18. To be "suitable" to the child is one prerequisite for a good toy. Make a list of interests of children at various age levels.

19. Construct two toys for a child. Write a description advertisement for them in the newspaper. Tell what types of learning the child will gain from them and what age level it is geared for.

20. List five household things to be used as toys.

21. Complete toy crossword puzzle in packet.

TOYS PRE-TEST

From carton of ten toys in class, examine each toy and answer the following questions:

1. What is it?
2. What does a small child do with it? Have you played with one or seen one played with before?
3. What age level is it intended for?
4. Does it have more than one use?
5. Does it look safe and sturdy?
6. How does it help development?

CHARACTERISTICS OF A GOOD TOY

- Durable, well constructed
- Safe and sanitary
- Suitable for the child's interests
- Geared to the child's age, skill, physical and mental development and attention span
- Simple
- Provide problem-solving opportunities
- Teach new skills
- Leave room for imagination and curiosity
- Provide opportunity for interaction with peers and parents
- Enjoy now, not in future
- Reflect youngster's, not parent's, needs and interests
- Not necessarily expensive
- Not violent

HOW TO CHOOSE TOYS FOR INFANTS

Infant's toys should:

1. Be safe
   - a. No sharp or rough edges or points
   - b. No toxic paint
   - c. Large enough they cannot be swallowed
   - d. No small pieces which can be removed (example: whistles in rubber toys, buttons, or eyes of stuffed animals)
   - e. Do not keep toys in plastic bags
   - f. Toys should be clean and in good repair

2. Be durable
   - a. Wood and metal are more durable than plastic, cardboard, etc.
   - b. Washable
   - c. Well constructed
   - d. Made of material that will not splinter or break

3. Stimulate the child's interest and creativity
   - a. Interesting texture
   - b. Colorful
   - c. Variety of shapes and sizes
   - d. Appropriate to the stage of development the child has reached
   - e. Not require constant adult supervision

Provide toys that the child can "act on" and use independently and that respond to his actions.

DISCIPLINE AND SELF-IMAGE

General Objective: To develop the ability to use discipline in a discrete manner to protect and guide the child without damaging his self-image.

Objectives:

1. to develop ways of combating tendencies toward coercive discipline
2. to examine the how and why of disciplining a child
3. to recognize common problem behaviors of young children and examine possible solutions
4. to develop the ability to identify and use appropriate forms of guidance
5. to understand ways of guiding children toward acceptable behavior patterns
6. to be sensitive to children's feelings and ready to listen to children in order to understand their meaning
7. to exercise control without being threatening

CONTENT:

"Discipline is a method of teaching children sound moral principles; the laws governing behavior which are acceptable to himself, his family and society and positive reasons for obeying them; and how to make wise decisions." *

Self-image is the mental picture your child has of himself. A child develops a healthy self-image if (1) he likes himself and believes he is a worthwhile person, (2) he learns to set realistic goals which he can achieve successfully, and (3) he believes he can recognize and deal with problems as he encounters them.

Approval fosters values
Help stimulates abilities
Respect encourages self-respect
Affection gives security

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*Are The Days of the Hairbrush Over? - Cooperative Extension, Connecticut.

Materials Needed:

Priceless Pointers for New Mothers
Hedstrom Company
Bedford, Pennsylvania 15522
Kids Copy Their Parents
Peter Ernest Haiman
Press of Case Western Reserve
Cleveland, Ohio
Children Learn What They Live
When Your Child Is Contrary
Why Your Child Is Unruly
Ross Laboratories
Columbus, Ohio 43216
Are The Days of the Hairbrush Over?
Understanding Children's Behavior
Cooperative Extension
University of Connecticut
Storrs, Connecticut 06268
How To Discipline Your Children
Dorothy Baruch
Public Affairs Pamphlet 154
361 Park Avenue South
New York, N.Y. 10016

Learning Activities:

1. Define discipline.

2. Discuss with classmates methods of discipline you have seen or experienced from watching mothers at home, in the neighborhood, at stores, at the park, etc.

3. Complete word search using words from the poem "Children Learn What They Live".

4. List phrases which could be used with children to build positive self-image.

5. Identify and use materials or equipment for activities that build self-image.

6. Identify ten positive techniques for guiding children's behavior.

7. Identify five factors to consider in selecting appropriate methods of guidance and justify each.

8. What will you hope discipline will accomplish for you and your child?

9. List some common causes of misbehavior.

10. Read one booklet on discipline and summarize its main points.

    "Are the Days of the Hairbrush Over?"
    "When Your Child Is Unruly"
    "Understanding Children's Behavior"
    "How to Discipline Your Children"
    "When Your Child Is Contrary"

11. Analyze behavior situations and suggest ways to handle the problem (worksheet in packet).

12. Discuss how a child needs a sense of belonging to build a healthy self-image. Discuss the role of the "family unit" in this sense of belonging. View chart "We Are A Family".

13. Read "Memorandum From A Child" by William Glasser. Discuss each stanza with class members. Give examples of the type of behavior that is being described.

14. Write down examples of verbal guidance (ideas from sheet - Forms of Verbal Guidance). If the statement is negative, such as "Don't" or "No", change it so it will still stop the bad behavior but in a positive way.

15. Discuss techniques for "Guiding Children's Behavior". Visit a nearby store and sit and observe mothers with small children. Do they have any problems with the child's behavior? How does the mother react to it? What could you suggest to help handle the situation?

16. List as many reasons as possible to explain why babies cry. Suggest remedies for each situation (hunger, thirst, tired, frustrated, discharge of energy, environmental tension, mother's emotions).

17. Read and analyze the meaning of the verses in "Children Learn What They Live".

18. Read "Kids Copy Their Parents". Explain why positive discipline or guidance works better than negative, physical discipline.

19. Name ways parents may make their child feel helpful and useful. What are some of the things a 4 or 5 year old can do for his mother?

20. Compare discipline you would use for an eight year old to a three year old. Describe a behavior problem situation and what you would do. How does age affect the type of discipline one uses?

21. List some ideas for controlling the toddler in the supermarket.

22. Discuss how a young child might act to a statement such as: "You can't do __________".

23. Read "Priceless Pointers". Make a list of activities to add to your play file.

DISCIPLINE PRE-TEST

1. Define discipline:

   Give two examples of good discipline.

2. Explain what is meant by "self-image".

3. Why is it important to direct children's activities in a positive way rather than tell them to stop doing something? Example: "Stop writing on the floor". What could you say instead? Why?

4. List four reasons why children misbehave:

MEMORANDUM FROM A CHILD

By William Glasser

Don't spoil me. I know quite well that I ought not to have all I ask for. I am only testing you.

Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.

Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.

Don't be inconsistent. That confuses me and makes me try harder to get away with everything that I can.

Don't make promises; you may not be able to keep them. That will discourage my trust in you.

Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more such "victories".

Don't be too upset when I say "I hate you". I don't mean it, but I want you to feel sorry for what you have done to me.

Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot".

Don't do things for me that I can do myself. It makes me feel like a baby, and I may continue to put you in my service.

Don't let my "bad habits" get me a lot of your attention. It only encourages me to continue them.

Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.

Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.

Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.

Don't try to preach to me. You would be surprised how well I know what is right and what is wrong.

Don't nag. If you do, I shall have to protect myself by appearing deaf.

Don't demand explanations for my wrong behavior. Sometimes I really don't know why I did it.

Don't tax my honesty too much. I am easily frightened into telling lies.

Don't forget that I love to experiment. I learn from it, so please put up with it.

Don't protect me from consequences. I need to learn from experience.

Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.

Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.

Don't answer "silly" or meaningless questions. I just want you to keep busy with me.

Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.

Don't worry about the little amount of time we spend together. It is how we spend it that counts.

Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.

Don't forget that I can't thrive without lots of understanding and encouragement, but complimentary approval when honestly earned is sometimes forgotten when it seems like a scolding never is.

Treat me the way you treat your friends, then I will be your friend, too. Remember, I learn more from a model than a critic.

And besides, I love you so much, please love me in return.

TECHNIQUES FOR GUIDING CHILDREN"S BEHAVIOR

Keep in mind that children want what we want - love, approval, recognition, affection, and success. Try to see that each one gets his share of these. Find appropriate times to physically touch each child in a warm loving way each day. It is nice to rock children and hold them occasionally when they are happy as well as when they are not.

Plan many opportunities for interesting play; enjoy these with the children.

Plan ahead carefully to have everything ready for the beginning of the day. Greet each child warmly as he/she comes in. Notice new clothes. See each child. Help him choose an activity.

Work to know each child and how he reacts to certain situations, Anticipate problems. Have alternate plan.

Do not require all children to do the same thing. Provide choices.

Not all young children want to do the same thing. Groups of over 5-8 are not appropriate for children under 4. The smaller the group, the more the children will enjoy.

Speak in short meaningful sentences which the child understands, Do not give more than two requests at one time.

Go to the child and speak directly to him. Do not call to him across the room.

Get down to the child's physical level if possible - that is, stoop or sit on a low chair so that he can see your face.

Your voice and your total body are teaching tools. Use the tone of voice and words which will help the child feel reassured and confident. Do not use "baby talk". Keep voice, facial expression and other gestures pleasant and friendly.

Make your suggestions effective by reinforcing them when necessary - show the child what you are talking about.

Be alert to the total situation. Move about if you are in charge of a total group, or get in the best possible position to see all who are involved in a situation. Do not stand or sit with your back to the group.

Let the children learn to be independent. Allow them to put on their own shoes and socks, try to button and unbutton, zip pants, remove plates from tables, and so forth. However, do give them help when they really need it.

Encourage self expression in all forms. Show a child the basic ideas needed for using all materials (such as a paint brush) and encourage him to use them correctly. Do not make patterns for the children to follow, such as things to color or drawing for the children. Also, do not build things for the children with the blocks or table games. Let the children be creative.

Encourage independence and self-help in all activities.

Give a child warning that the activity will soon be changed. Give him time to finish what he is doing, or give him time to think about the change of activity. Say, "It is almost time to clean up toys and go outside to play."

In starting a new activity, tell the children about it one time. Begin to do it. Stragglers will come more quickly if they are afraid of missing something. A child who is involved in something else should be allowed to finish an activity.

Avoid comparisons - Never say "Look at how clean Jim's hands are."

Avoid long lectures. Be honest - Avoid saying "Jerry didn't mean to hurt you (Jerry might have meant to hurt him.) Do not make a child say he is sorry - (He may not be sorry for what he said or did, or may think anything goes if he only apologizes.) Say, "I know that hurt. Jerry, it hurts when you do that to people. Talk to your friend. Tell him what you want," or Tell him how you feel."

Shaming a child shatters the developing self-concept. Never make a child feel guilty by saying "Only bad children do that," or "only babies cry." Tell the child you cannot allow the activity. Redirect him to a desirable activity.

Remember that these are young children with very short attention spans. They cannot be expected to sit long for group time. The teacher should make the story, songs, fingers plays very interesting and short.

Watch for signs of frustration in the children. Frustration leads to aggression.

Watch for signs of wiggling and change an activity quickly. Never keep an activity going too long.

Plan for transitions by using finger plays and songs to send a few children at a time to a new activity.

Tell the children what choices they have before you have some children leave a larger group. Never tell 20 children to have free activity time without first discussing what activities are available and who will go to what center.

If one child should get restless and will not listen, another teacher should take him off by himself to read a book, or to a tension releasing activity such as water play or for a walk.

Remember that it is very important to give specific directions to young children. Avoid starting directions with "I want you to . ." Children should learn that it is desirable to do things for better reasons than that.

Say "Let's clean up your toys. I will help you." "It is time to eat lunch", or "Now we can wash our hands." If you include yourself in the statement, do it. (Wash your own hands while the children wash theirs.) or "You may help me stack up the blocks."

Give children a choice only if you are willing to accept the decision they make.

Talk softly and pause to get children's attention. Don't say, "Shhh!" it is better to attract attention by doing or saying something interesting. Finger plays are good attention getters. Statements such as "Lock your lips and throw away the key" talk down to the children and usually cause more distraction than they prevent.

Describe how you would deal with each of the following situations:

I. Your 2 year old child has climbed up to your cabinet and knocked down 2 dishes and a few of your glasses. You hear the crash and come running into the kitchen.

II. Your four year old boy just got a new ball from his grandmother. He is playing in the living room with it and you ask him to stop because he might break something. Instead, he continues and the ball hits one of your lamps. What do you do now?

III. Grocery shopping can be tiring especially if you have a small child with you. Your three year old is reaching for everything and asking you to buy this and that and "I want this" and "Mommy please buy me this" and "Can I have that" and on and on. She runs off and gets cereal and jars and cans and keeps putting things in your basket, then tugs on you asking for gum while you try to order meat from the deli. How can you handle this situation?

VERBAL GUIDANCE

Instead of telling a child what not to do, it would work better if you could give him some idea of what else he could be doing. Write phrases that give the child directions for something else, instead of these negative statements.

NOT THIS	SAY THIS INSTEAD
For Example: "No screaming or extra loud voices inside."	"Use quiet voices inside; you can scream outside."
1. "No running inside".	
2. "No hitting other children".	
3. "No biting other children".	
4. "No pinching other children".	
5. "No spitting on others".	
6. "No throwing things such as blocks, puzzle pieces, sand buckets, shovels, etc." (Balls or bean bags may be thrown)	
7. "No putting things such as puzzles in the mouth".	
8. "No throwing of coats on the floor".	
9. "No climbing on tables, storage shelves".	
10. "No pushing on the jungle jim, slide or other equipment".	
11. "No child should start down the slide until the first child is completely off the slide".	
12. "No running of trucks or larger wheel toys into each other or other equipment or the walls".	

FORMS OF VERBAL GUIDANCE

SAY OR DO THIS	NOT THIS
"Use quiet voices inside; you can scream outside."	"No screaming or extra loud voices inside."
"Walk inside; you can run outside."	"No running inside."
"If you feel like hitting, go hit the punching bag."	"No hitting other children."
"Bite the doll instead of Janie."	"No biting other children."
"John you can pinch some clay or the doll."	"No pinching other children."
"You can spit in the toilet." If the child continues to spit, take him to the toilet and let him spit."	"No spitting on others."
"The shovel is to dig with; if you want to throw something, you can throw the ball."	"No throwing things such as blocks, puzzle pieces, sand buckets, shovels, etc." (Balls or bean bags may be thrown)
"We only put food in our mouths."	"No putting things such as puzzles in the mouth."
"Freddie, you need to put your coat in your locker."	"No throwing of coats on the floor."
"Put your feet on the floor. Children should climb only on climbing equipment."	"No climbing on tables, storage shelves."
"It's dangerous to push people on the slide."	"No pushing on the jungle gym, slide, or other equipment."
"Sit on the slide; come down feet first. Slide one at a time."	"No child should start down the slide until the first child is completely off the slide."
"Careful drivers put on their brakes or sound their horns."	"No running of trucks or larger wheel toys into each other or other equipment or the walls."

A	B	T	O	L	E	R	A	N	C	E	C	Z	U
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R	N	L	O	F	A	I	R	N	E	S	S	I	L
E	Y	H	S	K	W	C	X	D	G	H	F	O	S
C	C	A	T	S	G	U	I	L	T	Y	V	H	C
I	E	H	I	O	H	L	J	K	N	E	P	S	O
A	N	A	L	I	K	E	D	E	M	A	H	J	N
T	C	J	I	P	G	I	E	L	V	Z	I	E	D
E	O	K	T	A	C	C	E	P	T	A	N	C	E
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V	E	Z	A	D	T	S	C	T	Q	Z	J	Y	P
F	M	F	I	G	H	T	H	O	I	T	A	U	Y
X	E	U	S	E	C	I	T	S	U	J	P	S	K
M	N	M	E	Y	X	N	U	B	V	H	R	G	L
W	T	O	N	C	O	N	F	I	D	E	N	C	E

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